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ABSTRACT

This program guide is intended for use by mentors of women who have completed the preemployment training component of the B-WEST (Building Workers Entering Skilled Trades) project and who are now entering a trade or technical occupation. The first section contains a definition of mentoring and mentor, protegee, and trainer profiles. Sections 2-6 cover the art of listening, trade issues, problem solving, self-care, and sexual harassment. Among the topics examined are the following: roadblocks to effective communication, reflective listening, enabling versus empowering, confidentiality, physical conditioning, attending to personal needs, job site safety, apprenticeships, reactions to/effects of conflict, unresolved conflict, ways of handling and/or minimizing conflict, self-esteem, assertive listening, basic human rights/belief systems, violence and inequality in our culture, wife assault, workplace violence, child abuse, rape and sexual assault, and personal consequences of sexual harassment. The section on sexual harassment contains a substantial bibliography on resource agencies and materials. Section 7 lists types of resource agencies/services available and includes basic information on food, shelter, clothing, health, and play resources. Provided along with the program guide are a mentor career journal and a protegee career journal (each separately bound) that include information on the purpose of a career journal and questions to ask mentors. (MN)

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B-WEST MENTORSHIP PROGRAM

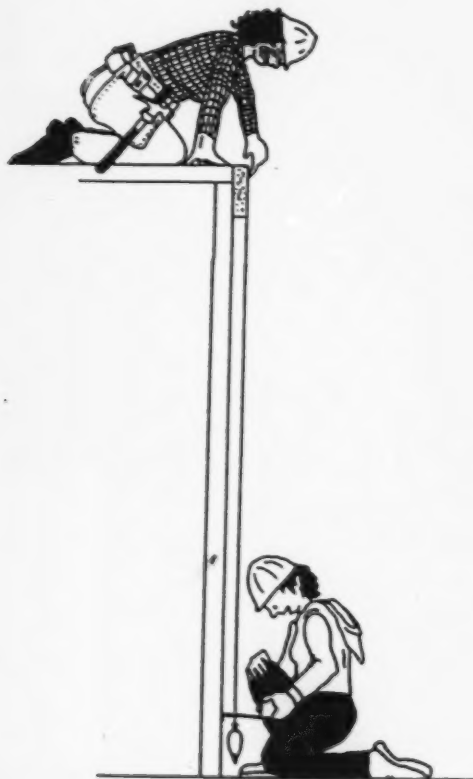
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U.S. Department of Labor, Women's Bureau

NTN (National Tradeswomen Network)

B-WEST (Building Workers Entering Skilled Trades)

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Portland Community College

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PROFILES

I

MENTORING

Mentoring can simply be described as a relationship between those who know (mentors) and those who would like to know (protegees). Mentors stimulate others through ideas and information which can lead to personal and professional growth.

It is an intense and selective process marked by personal interest on the part of a mentor in the protegee's growth and development. Mentors have an interest in cultivating talent and are more likely to be concerned with the needs of the individual rather than the organization. A mentor can have several roles: a positive role model, confidence builder, opener of doors, and sponsor.

Surveys of successful people show that many had assistance early in their career by someone who showed them the ropes and shared experiences, successes and failures. Other information shows that those who have had a mentor earn more money at a younger age, are better educated and are more likely to follow a career plan and in turn, sponsor more individuals than those who have not had a mentor.

In the past, mentoring has occurred as a natural process, predominately between men. As we move into the Workforce 2000, with the help of programs like this, more women will be initiated into the mentorship process.

MENTOR PROFILE

Mentors are professionals who have trades and technical skills, currently working in their occupations, who volunteer their time to receive mentorship training and agree to be a mentor for six months. During this time, they support and assist the protegee, who has completed pre-employment training and is entering into a non-traditional career.

In The Odyssey, Homer's epic, Mentor was the man Odysseus trusted to care for and guide his son Telemachus while he was away on his adventures. From this, the word mentor has come to mean "caring, guiding role model". This is a part of your role as a mentor to say and do what you can to keep your protegee moving in a positive direction.

COMMITMENT AND RESPONSIBILITY

The mentor will provide the following: role model, teach, guide, advise, validate, counsel, motivate, communicate, friend, tutor, and the mentor should be able to pick and choose the most appropriate role in order to enhance the protegees success.

THE ROLE OF THE MENTOR/SPECIAL FRIEND

A special friend is the mentor/role model and a friend rolled in one. The aim is to create an atmosphere in which a protegee will be able to thrive and grow.

Whatever our circumstances, our lives are immeasurable, enriched by the addition of a friend. A friend wants the best for us, wants us to be happy, healthy, and successful in our pursuits. A friend is accepting and non-judgmental, too. The attention and good feelings showered upon us by a friend boosts our self-esteem and increases our ability to grow. The other part of the role as mentor is to listen, encourage, and support, as a friend.

MENTOR'S ROLES/EXPECTATIONS

At first, the mentoring relationship may feel uncomfortable. But over time, a very special friendship will be established.

The mentor's main role will be to listen, encourage, assess and help the protegee develop greater self-awareness and interpersonal skills and knowledge needed to be successful in the workplace.

Mentors will give advice, ask questions, and provide guidance and direction to help the protegee think through alternatives.

Mentoring has the flexibility to help the protegee meet personal growth needs and career goals. Mentors will help by giving the guidance and direction needed to broaden and enrich a protegee's personal and professional life.

EXPECTATIONS

To be successful, a mentor should be consistent. Communicate regularly during the six month period. A regular calling time is strongly recommended. This is especially important at the beginning when the relationship is being established. A successful relationship will be facilitated if the mentor gets to know the protegee's personal interests, needs, expectations and career goals.

1. Mentor's should be willing to share experiences and failures.
2. Mentors must continue to nurture personal network systems and knowledge bases. Effectively reaching out to others requires an up to date information base.
3. The mentorship program coordinator will match mentors and protegees. If the match is not right for whatever reason, the coordinator will terminate the partnership and make every effort to establish a new partnership.
4. The mentorship program coordinator will randomly contact program participants throughout the cycle to see how things are going and collect ongoing feedback about the effectiveness of the program.
5. At the middle of the mentorship program, a follow-up training cycle will be held for all program participants. Experiences and ideas shared at this time will aid in strengthening and improving the mentorship program in the future, evaluation processes.

MEET WITH PROTEGEE

1. Collaborate with protegee to develop a plan overcome identified barriers.
2. Write a journal.
3. Attend three training meetings throughout the six month cycle.
4. Participate in the final report.

PROTEGEE PROFILE

Protegees are individuals who have completed pre-employment training in a participant organization and who are entered in a trades technical occupation, which includes apprenticeship internship, or additional on the job training.

COMMITMENT AND RESPONSIBILITY OF PROTEGEE

1. B-WEST protegee will attend three training meetings throughout the six month cycle.
2. Contact mentor by phone twice a month.
3. Maintain a journal for six months.
4. Participate in all evaluation and final report.

PROTEGEE'S ROLES/EXPECTATIONS

At first, the mentoring relationship may feel uncomfortable. But over time, a very special friendship will be established.

The protegee's main role is to increase personal growth and career knowledge.

EXPECTATIONS

To have a successful relationship with your mentor, consistent contact is important. A regular calling time is strongly recommended. This is especially important at the beginning of your mentorship relationship.

1. Protegees should be willing to share experiences and failures.
2. The protegee should set in place a network system over a period of six months.
3. The mentorship program coordinator will match mentors and protegees. If the match is not right for whatever reason, the coordinator will terminate the partnership and make every effort to establish a new partnership.
4. The mentorship program coordinator will randomly contact program participants throughout the cycle to see how things are going and collect ongoing feedback about the effectiveness of the program.
5. At the middle of the mentorship program, a follow-up training cycle will be held for all program participants. Experiences and ideas shared at this time will aid in strengthening and improving the mentorship program in the future, evaluation processes.
6. One day, you too can become a mentor.

TRAINER PROFILE

Trainers are professionals who have trade, technical and interpersonal skills, who volunteer their time and experience to enhance the mentor's and protegee's personal and professional growth.

COMMITMENT AND RESPONSIBILITY OF TRAINER

1. B-WEST trainers will attend at least one training meeting during the six month cycle.
2. The trainer may provide training material during their presentation.
3. The trainer will target interpersonal and job related issues.

TRAINER'S ROLE

Trainers will present the following topics during the training cycle:

1. Sexual harassment
2. Listening
3. Self-care
4. Leadership
5. Resources
6. Conflict management/problem solving
7. Trade issues

ROLE/EXPECTATIONS

The trainer's main role will be to teach, give advice, and provide guidance and direction during the training cycle.

LISTENERS MAKE GOOD LEADERS
II

LISTENING

1. Listening is a Skill
2. Listening is Communication
3. Listening shows Interest
4. Listening shows Respect
5. Listening is Active
6. Listening is becoming Involved
7. Listening is feeling Empathy
8. Listening is gaining Information
9. Listening is Concern
10. Listening is Caring

COUNSELING

From: You and the Helping Relationship, by Deborah Matlock,
1973; revised by Lynn Landau, 1989.

WHO ARE YOU?

You are a helping, counseling volunteer.

Many professionals in psychology and social work are seeing and saying that trained volunteers can do much for a client in a helping relationship. These professionals realize that people who simply care, people who can draw upon their own personal experiences and survival of life crisis, can often be effective in helping clients self-reliance--even more effective than formal counseling in some cases.

And there are some things you aren't. You are not therapists, and the people you serve don't want or expect you to be. You are not problem solvers, yet others may very well expect you to solve their problems.

You are people who listen without judgment when the individual you're working with is ready to talk. The most important thing you have to offer is a personal relationship, a relationship that feels safe and secure, in which a troubled person can gather strength to work out problem independently, but not "alone."

CRISIS THEORY

A person in the midst of a crisis has temporarily lost the ability to see how to utilize coping skills to resolve the crisis she's in. She may not be able to see this problem as one that she can figure out. The reason may be any or all of these: too much stress--too unfamiliar a stress--too unexpected a stress.

The stresses in the lives of the clients we serve are those we most fear ourselves--family violence, unemployment, substance abuse, child abuse and neglect, lack of education.

People in crisis may feel anxious, fearful, helpless, hopeless and overwhelmed. The Chinese definition of this crisis has two meaning: Danger and Opportunity.

Thus, a person can grown in a positive way from the experience of crisis, or, may turn to less productive ways of coping (abusing drugs or alcohol, using violence against partner or children, etc.). Your task, as a volunteer, is to help her find a way of pulling her problems into a familiar range of her own coping skills--skills she undoubtedly has in one form or another, but doesn't quite know how to put to use effectively. Help her see that she does have the ability to solve her own problems.

Discover how she has coped with stress before. Pick up on any positive behaviors; focus on them. There is no purpose in criticizing what you may feel are ineffectual or harmful behaviors. You aren't in her shoes. Help her to see what alternatives she may have. Try to be as familiar as possible with community resources so that you can make appropriate referrals when the right time for those decisions comes.

TOWARD GREATER UNDERSTANDING OF HUMAN BEHAVIOR

To be effective in the role of a one to one volunteer in this project, you need to understand some basic issues about human behavior. Think about these, figure out what snags there might be in this area, and identify those areas about which you feel self assured.

- * You need to have clear understanding and awareness of your own attitudes, feelings and prejudices. If you don't, they get in the way--they interfere as you begin the process to help others. This is especially critical in our work with individuals in poverty or enmeshed in the social service or judicial systems. Our prejudices run deeper than we know. one cue--when you begin to feel that 'gut" sense of discomfort, anywhere, anytime--take a moment to sit quietly and ask yourself, "What is the core of this sense of discomfort? Why am I feeling this way?" You'll find that you can learn as much from sitting quietly and letting yourself listen as you can from a book. Be aware of your own attitudes, feelings and prejudices.
- * Understand that almost without exception, people in crisis usually react from an emotional stance rather than basing their actions on logic or intellect. Those pieces may come later, but the emotions are primary. Don't try to convince your friend to look at this thing "logically." She may not be ready to, and it's her crisis--not yours.
- * This has been said before, and will be said again. Appreciate the fact that people are different. Each individual is unique in physical and emotional make-up, family background, education and life experience. Try to be almost psychic in your sensitivity to those differences but don't forget at the same time, everyone has the same basic needs--to be loved, to feel safe and secure, to achieve, to feel pride.
- * And, people differ in how they feel about things based on what they believe. For example, one woman's mother may have responded with strength and courage in the face of domestic violence and been physically assaulted over and over in the process. Another woman might have responded the same way and had the violence end, leaving the family safe. Children raised in each of these two home will have entirely different feelings about the possibility of responding assertively to someone who is being hurtful.
- * Know that everyone ultimately wants to feel some sense of control over their lives. Everyone wants to feel the sense of personal empowerment that comes from making their own decisions. Help from the outside is rarely accepted unless it is asked for. Even when it is asked for, it's still OK for that person to reject help. The decisions belong to the individual.

- * Realize that behavior may have meaning that is only understood by the person, herself. It might not seem logical or sensible to you, but in some way, that behavior seems like the best choice for her.
- * Remember that the decisions she makes are hers to own. They don't reflect on you... "oh, no, she's still going to live with that terrible man...what could I have done to make her change her mind?" it's not your job to decide what's right and wrong. And certain behaviors that some clients use (lying, exaggerating, "forgetting", etc.), don't bear any reflection on you. She may need to lie because of life situations you have no knowledge of. She may have fears of which you are entirely unaware. Don't own her problems.
- * Be very clear with yourself and with the person you're with, that you accept people as they are, and where they are in life--that there are no judgments about to be made. Be honest, be you.

SYMPATHY? EMPATHY? SOMETHING ELSE?

Social service professionals have been trained that empathy (rather than sympathy) is the preferred response when a person is in crisis. Let's sort out the definitions and go from there.

Sympathy is a reaction to someone else's feeling or experience. "I'm sorry he treated you that way." "I feel so bad that happened to you."

There is a time and place for sympathetic response. it is a "sharing" of feelings response that is appropriate given certain circumstances. But sympathy tends to close down communications when you most want them open. And sympathy can keep the focus on you--on how you feel, what you think, how you react. For the people we're serving, the focus needs to be on their feelings, needs, and concerns.

Empathy is defined by Webster's as "experiencing another's feelings as one's own." So, empathy is to actually feel, to actually experience, to be intimately aware of another person's feelings, as much as if they were your own.

Empathy sounds good. But imagine being in a great crisis yourself, perhaps a miscarriage, or even the loss of a life partner. And someone, perhaps someone you don't know well at all said, "I know exactly how you feel." Wouldn't your first instinct be to say, "No, you don't !" Somehow, though we mean well, empathy often ends up sounding presumptuous--almost as if the depth of the grief, or whatever the feeling may be, is invalidated, because everyone seems to know "just" how you feel. The truth is that everyone doesn't know, and often could not possibly know precisely how you feel. Grief, for example, is a common experience, but how one individual experiences, feels that grief is entirely unique. The same is true for rage or sadness or depression or any other feeling. Feelings are individual and to be respected. Every individual has the right to the integrity and uniqueness of his or her own feelings and thoughts.

So, what is the appropriate response if its not sympathy and its not empathy?

It may just be "something else."

"Something else" as defined by the staff of the "Friends" project is the ability to accept feelings. To listen to the feelings being expressed by the person you're with, and accept those feelings as a valid emotional response. Respect those feelings, and don't judge them, no matter how appropriate or inappropriate they may seem, no matter how dysfunctional or even harmful they might appear to be from your perspective. Perhaps that's part of the central issue here. You don't have her perspective. Nor her life experience. Feelings simply are. Hers are and yours are too.

HOW TO COMMUNICATE "SOMETHING ELSE"

First, get outside of yourself. Don't worry about how you look or what kind of impression you're making. What matters is how you are with the individual you're spending time with. How do you sit, how do you hold your body, what are your facial expressions? A speaker I heard recently presenting on communication stated that 97% of our message is communicated without words. Nonverbal cues are the most important in communication and tone and quality of voice is the second most important component.

Give nonverbal cues to the person you're with--nod, look them directly in the eye, keep your attention focused, keep your body receptive (don't fold up and "close out" the other person). Stay relaxed and in tune with the conversation. Take real interest in keeping yourself open to understanding the life experiences and crisis that your partner has gone through.

Try to keep your tone of voice quiet, calm, assured and assuring. Make every effort not to talk "down to" or "at" the client you're working with. You've all had the experience of talking with someone and feeling that somehow, you knew that person simply wasn't "there" with you in the conversation--that somehow they'd slipped off to another planet somewhere. Don't do that. Be there.

It's important to let her know that you are interested in whatever she has to say. You can convey that you are interested through positive verbal clues as well as open body language. Responses should be short and unobtrusive. A simple "yes", "uh-huh" or "oh....," accompanied by a nod tell her "I'm listening to and care about what you're saying, please go on."

You can use what counselors call "reflective" feedback; that is, make your responses build from hers... "I don't know what to do next." "Hmmm, it sounds like you're confused about your next move..." This provides acceptance of the feelings that have been expressed and pave a good road for more thoughtful exploration about what she might choose to do.

An example of negative, close-down communication style? "I don't what to do next." "It's obvious, I don't why you can't see that the only thing to do is get a job and back on your feet!" You've criticized, cut off communication, shut down any willingness she may have to show you how vulnerable and confused she is and put yourself in a false and very delicate position of being and when your not.

Before you read the following section, please remember that you don't have to do everything right--you don't have to say just the right in this relationship each and every time you interact. Carl Rogers, the famous psychologist, has done research to demonstrate that what is said in a therapy-type friendship relationship such as you will have with your client is less important than the relationship itself. Let your friendship be alive. It will change and grow, it will go through bumps and curves in the road. But if you're genuine and honest, you can't help but help.

In any event, here are some...

THINGS NOT TO DO

Some kinds of verbal communication do just what you don't intend. In some cases, the person you're with may take offense at what you've said, or respond defensively. The responses (which may not even be verbalized back to you) might go along these lines...

1. Ordering "You have to move out of this shack!"
Her thought? (Oh yeah, what does she know about my life?)
2. Warning "Get therapy or your kids will never turn out o.k."
Her thought? (So, like it's not my decision, right??)
3. Preaching "You shouldn't waste your foodstamps."
Her thought? (I suppose you know what it's like, huh?)
4. Solving "What you need to do is see a doctor."
Her thought? (Doesn't what I think count?)
5. Criticizing "That's an immature point of view."
Her thought? (Oh, really?)
6. Agreeing "You're right, he is a %*%\$&!"
Her thought? (I can talk that way about him, but you can't!)
7. Ridicule "Oh Kay, don't say that, that's crazy."
Her thought? (So now I'm crazy too.)
8. Analyzing "You only feel that way because..."
Her thought? (How do you know why I feel how I feel?)
9. Consoling "You'll feel different tomorrow, you'll see."
Her thought? (Maybe so, maybe not, how do you know?)
10. Interrogating "What in the world makes you say that?"
Her thought? (Give me a break, aren't I entitled to my own feelings?)

11. Distracting "Come on, let's talk about something pleasant."
Her thought? (Incredible...)
12. Empathy "Oh, I know just how you feel..."
Her thought? (No, sweetie, you don't. You haven't been through what I've been through--you don't live in my shoes.)

In each of the above situations, the responses we've given sound flip, but you can see how the person you're with might react defensively or with anger or resentment. Especially when you're making statements that sound directive or judgmental.

She could, on the other hand, have an entirely different perception assume that whatever you think or say must be right and whatever she said or felt must be wrong. Be aware that many of the clients we serve have history of one "failure" (or sense of failure) after another, and though you mean well in making suggestions to her, she may take them to mean that she's done things all wrong again. Try to be as neutral as possible, and give her the space and time to problem solve at her own pace and time.

DON'T BE AFRAID OF...

- * Saying you don't understand and asking for clarification.
- * Pointing out positive coping skills that she's used before. Even if they don't seem obvious, everyone has coping skills that are used in the best ways they can. A mom in a domestic violence situation putting her children in a closet and telling them to be quiet when dad comes home drunk is doing her best to protect those children. That's coping. And it's a coping skill used in an incredibly stressful situation. Focus on helping her see those skills and support her in figuring out how to apply them to current circumstances.
- * Silence. Don't be afraid of silence. If she is quiet, just let the silence be. Be calm. You can let her know you're still listening by just being attentive and quiet. You might say, "Take your time--I'm in no rush." About your own silences in conversation, give her some information about what is going on in your own mind. "I'm having a hard time getting my thoughts together, I need to just think for a moment."
- * Don't be afraid to "gently" dump her problems right back in her lap. Do so lovingly but firmly. If she asks, "I don't know, what would you do?", the answer is, "But, I'm not you, Kay. It's your feelings and what you want that's important. What do you think?" If you're tempted to focus the conversation on yourself be aware that even if you have been in a situation like hers--violence, poverty, whatever--what you did in that circumstance, whether it worked or not, was based on your feelings, life experience, etc. Her solutions need to be borne out of her own life experience and with her own feelings, hopes and dreams in mind. Keep the focus on her. Friend to friend.

Much of the information on which this article is based is from the work of Dr. Thomas Gordon, author of Parent Effectiveness Training.

LEARNING TO LISTEN

Personal Inventory

Respond to the following questions by placing a check in the appropriate column. Every "Yes" indicates bad listening.

YES

NO

1. Do I listen for facts rather than ideas when someone is speaking?
2. Do I avoid listening when I feel that what is to be said will take too much time?
3. When listening to children or slow speakers, do I anticipate their conclusions and cut them off?
4. Am I "turned off" by the use of certain words or ideas which because of prejudices have a negative emotional effect on me?
5. Do I allow my mind to wander during a conversation or speech?
6. When something is said with which I disagree, do I stop listening and begin to prepare a rebuttal?
7. Do I pretend to listen when I am not really doing so?
8. Do I make hasty decisions about whether or not what is being said will interest me and stop listening?
9. Am I easily distracted by extraneous sounds or sights?
10. Does a speaker's appearance or speech pattern prejudice me against what is being said?
11. Do I feel I have to take notes while listening in order to remember essential facts and important items?
12. Do I often interrupt a speaker without hearing him out?

THE ART OF LISTENING*

Listening is an important part of communication. Although most people spend a good deal of their day listening, they often don't really hear what has been said. This happens for a variety of reasons including a personal reaction to certain words or ideas that are being communicated, as desire to break in with one's own thoughts, and the belief that one can relax and listen at the same time. These and other reasons result in a surplus of ineffective communication and missed messages. The following are some general guidelines for effective communication:

1. Provide the speaker with the opportunity to communicate by talking less yourself. Decrease the focus on yourself ("metooneess").
2. Focus on the speaker and demonstrate your interest in them through non-verbal cues like eye contact and body position. Therapist Carl Rogers says that active listening involves far more than simply sitting back and opening up our ears. We need to communicate three things:
 - a. That we recognize and value the talker as a unique person.
 - b. That we empathize with the talker, that our own ego and other distractions are not getting in the way.
 - c. That we accept the talker unconditionally, that any feelings the talker wants to express are legitimate.
3. Listen for what is really being said, i.e. what the talker's real message is. Do not listen only to words; listen for feelings. Hear what is not said, as well as what is said. Dr. Herbert Adams (Harvard University) says we should listen for feelings not symbols--"We can listen to the wrong words and get the right meanings if we know how." Try to focus on what the person is experiencing as they talk.
4. Effective, active listening is not possible in every situation. It requires concentration, freedom from distraction, openness and honesty. If you don't like someone or don't have the time to listen, you should, according to Dr. Adams and Dr. Rogers, be honest about it.
5. Remain objective: Avoid making assumptions or interpretations prematurely. Don't assume that the speaker uses words the same way that you do or has the same values, strengths or weaknesses as you.
6. In your responses:
 - a. offer understanding, not solutions.
 - b. avoid shallow responses ("I see." "I understand.")
 - c. avoid asking shallow questions requiring answers; let the talker guide the conversation and explore their own feelings.
 - d. avoid defensive "you-tooism" ("Well, you do that too.")

7. Constructive openness in relationships:

- a. For us to learn from conversations, we necessarily risk ourselves and risk rejection. There are no guarantees that our honest comments will not hurt or anger another person.
- b. Discussions should not become coercive even though they may be intense, angry, or tearful. It is not a question of who is right but rather what both can learn.
- c. Timing is important. Discuss distressing situations when they occur. Don't save up hurts and resentments.
- d. Least helpful comments involve judgments, name calling, accusations, commands and sarcasm.
- e. The most helpful types of information about yourself and your reactions are:
 - 1. behavior descriptions
 - 2. descriptions of your own feelings
 - 3. descriptions of feelings in a manner which indicates they are capable of change rather than a permanent condition.

*Developed by Judith Monteux and Mary Wilson.

ROADBLOCKS TO EFFECTIVE COMMUNICATION

There are effective ways of communicating which allow us to accept and respect the other person's feelings. There are also ineffective ways which can undermine self-esteem, "block" feelings, and put "roadblocks" in the way of a developing relationship. We may sometimes use "roadblocks" to maintain emotional distance, to exert power and control, when we're nervous, or just because we're used to communicating that way.

Ineffective methods can set up barriers between people, increase stress, avoid sharing and block communication.

The following examples can be used to demonstrate how some communication styles can "block" feelings. A new parent aide enters the home for a second visit. She hears a baby crying upstairs, and the mother says as she enters, "If that kid doesn't stop crying, I'm going to kill him." The following ways of responding are example of communication blockers.

JUDGING

- | | |
|--------------------------------------|--|
| 1. Criticizing/blaming | 1. "You're really going about this the wrong way." |
| 2. Name calling/shaming | 2. "You will never get him to stop if you yell at him like a nut." |
| 3. Diagnosing/interpreting/analyzing | 3. "There is nothing wrong with that baby that a little love couldn't cure." |
| 4. Making comparisons/evaluating | 4. "In my day, we'd never let a baby cry like that." |

SOLVING PROBLEMS FOR OTHERS

- | | |
|------------------------------|--|
| 5. Ordering/directing | 5. "Go up and get the baby. He'll be okay." |
| 6. Warning/threatening | 6. "Don't talk like that or the state will take your baby." |
| 7. Preaching/moralizing | 7. "You should thank God you have a healthy baby, and be happy to give him what he needs." |
| 8. Questioning/interrogating | 8. "Isn't there something you can do to stop that baby from crying." |
| 9. Giving solutions/advising | 9. "I think he must be hungry; why don't you give him a bottle." |

AVOIDING THE OTHER'S CONCERNS

10. Changing subject/withdrawing/
humoring

11. Reasoning with/lecturing

12. Reassuring/sympathizing

10. "Other than problems with the baby, how
are the other kids doing?"

11. "All babies cry. He has to stop
sometime."

12. "Don't worry about the baby, I'm sure
he'll be alright."

ROADBLOCKS TO EFFECTIVE COMMUNICATION*

1. Assuming We Know Anyone's Feelings Except Our Own

Each person is the world's sole expert on his own feelings. Thus telling another person what is going on in his head is mere speculation and is likely to lead to defensive behavior on his part.

2. Dealing in Opinions Rather Than Feelings

The statement of ideas and beliefs is very apt to cause a barrier in interaction, whereas the statement of feelings is often the way around the barrier. My opinions are a matter of opinion; my feelings are a matter of incontrovertible, empirical fact. If I tell you you are a phony or a bad person, you might well wonder who I am to make such God-like judgments about you. but, if i tell you I'm suspicious of you or angry at you or afraid of you, that is an incontestable fact that only I know and it may very well be of considerable interest to you if you are interested in interacting with me at all.

Note, if you will, an implication of this path: When i say an opinion, it is about you, when I say a feeling, it is about me. Laying things on others builds roadblocks; accepting responsibility and ownership dissolves them.

3. Asking Questions

One of the most difficult roadblocks is question-asking. We all do it so much and we have come to think of it as an innocent and helpful way to carry on an interaction. It turns out that, very often, asking a question is a way to get the other person to reveal his feelings before you reveal yours. That implies behind every question there is a feeling. by asking a question, you put the other person on the defensive since he intuitively knows this. This barrier is circumvented by each of us laying our own feelings on the line before we ask the other person to.

4. Avoiding the Here and Now

It is more helpful to the interaction if we stay in the here and now. One of the easiest kinds of roadblocks to real communication is to talk about other times, other places, other people, as a way of avoiding the complexities of confronting the feeling happening at this time and place.

5. Defensiveness

We define defensiveness as refusing to listen to and accept another person's feelings about you. (Please note again how different this is than accepting his opinions about you.) When you tell me your feelings, I am often tempted to reply, "That's your problem," but that is not a meaningful statement. It is not anybody's problem, it is merely you honoring me be sharing your feelings with me. Your feelings are always

useful information for me to have and my refusing to accept them is elementary one-upmanship.

6. Being Evaluative and Judgmental

We use the word feedback to describe one person sharing with another the effect that the other has upon him. This can raise all sorts of barriers unless it is given in terms which are non-evaluative, non-judgmental and in terms of one's own feelings.

7. Indirect Confrontation

Initiating direct confrontation is almost always valuable; indirect or bootlegged confrontation is self-protective and only serves to confuse the issue. The most common form of this is taking a quick dig as someone is passing while you are ostensibly occupied elsewhere.

8. Refusing to Risk Self-Exposure, Disapproval or Rejection

Risk-taking and self-exposure in others need support. I must never use another's self-exposure as a chance to one-up him. At such moments, he is particularly vulnerable.

9. Using "Openness" as a Weapon

Freedom and truth and openness do not have absolute values and can senselessly be destructive if they are not employed in a context of sensitive responsibility for the other.

* from SCAN Program, Little Rock, Arkansas

THE CORE CONDITIONS: EMPATHY, WARMTH & GENUINENESS

Rogers "necessary and sufficient conditions" for producing constructive personality changes in others:

1. To be congruent or integrated in the relationship.
2. To experience unconditional positive regard for the client.
3. To experience an empathic understanding of the client's internal frame of reference and endeavor to communicate this experience to the client.

For the purposes of measurement, these three conditions have been redefined as:

1. Accurate empathy
2. Non-possessive warmth
3. Genuineness

Definitions:

1. Accurate Empathy: Refers to the ability of the workers to perceive and communicate accurately and with sensitivity both the current feelings and experiences of another person and their meaning and significance.

It means understanding and communicating their understanding.

It implies being an active responder rather than a passive listener.

Relationship is shared, active, involved process.

The focus is on FEELINGS--particularly the client's CURRENT FEELINGS.

The intent always is to be sensitive to, understand, and communicate understanding of the client's feelings.

This also involves going further and clarifying and expanding upon what may only be hinted at by voice, posture and content cues.

The empathic worker will indicate by facial expression, tone of voice, and words, a recognition of the clients' feelings, or at least explore how he or she thinks the client might feel.

The empathic worker will not try to "reason" with or automatically problem solve with the client.

2. Non-Possessive Warmth: This is another way of saying Unconditional Positive Regard. It refers to the worker's communication of respect, acceptance, liking, caring, and valuing

the client as a person, separate from any evaluation of his or her behavior and thoughts. (This does not mean you have to sanction or approve of these thoughts and behaviors, but that you can appreciate the meaning that such thoughts and behaviors have for the client and deeply prize the client as an individual.) That worker accepts the client's experience as part of that person, without imposing conditions, thus communicating care and respect for the client as an individual.

3. Genuineness: (Self-Congruence)

Genuineness basically refers to workers "being themselves", being "real".

Put simply, it means that you are whatever your responses denote.

It means an absence of phoniness and spontaneity.

Genuineness does not mean being totally honest, in that you don't have to reveal your total self, but whatever you do reveal should be a real aspect of yourself, not a response born of defensiveness or phony "professionalism".

Research has shown that workers who score high on empathy, warmth and genuineness tend to be effective, regardless of level of professional training, background, or theoretical orientation. This holds true across a wide range of client groups. Clients who receive empathy, warmth and genuineness tend to improve; those who don't tend to deteriorate.

Principle of reciprocal affect: the warm worker elicits warmth in response from the client.

The positive effects of empathy, warmth and genuineness come about:

1. By reinforcing positive aspects of the clients self-concept, leading to changes in his own self-reinforcement system;
2. By reinforcing self-exploratory behavior.
3. By extinguishing anxiety or fear responses.
4. By reinforcing positive human relating.
5. By the client modeling the worker's behavior.

REFLECTIVE (ACTIVE) LISTENING: FRIENDS PRESENTATION

I. Why We Do It:

As "helpers" we are called to interact with our "helpees" on two different levels:

One level is "person to person"--in other words, we are called to be in relationship with them--to be ourselves and to relate openly and spontaneously. (GENUINENESS)

A second level is more "therapeutic" in nature--we are called to facilitate the empowering of the helper.

It is at this second level of interaction that reflective listening (ACCURATE EMPATHY) becomes especially necessary and effective, although all relationships, however "spontaneous", can benefit from the fruits of reflective listening.

As helpers we come from the position that the helpee has within herself the solutions to her own "problems" and the personal power to implement those solutions. (NON-POSSESSIVE WARMTH; EMPOWERING)

We can best serve our function by encouraging that process, while we "stay out of the way" of that process.

As helpers we are attempting to "enter the reality" of the helpee.

Reflective listening forces us to do two crucial things:

1. To focus on and "track" the helpee (to "enter into her reality")
2. To leave our own thought process behind--set them aside--(to "stay out of the way")

We cannot "attend" another fully while at the same time preparing a response or rebuttal.

When we are truly "tracking" the other person, we don't need to worry about preparing a response, because one will come as we "lose ourselves" in the process.

When we become a mirror, we "disappear" as we "focus" on the other person--not just the words, but the total person: expression, body language...

We learn to "hear" what is not said as well as what is said...

We become sensitive to incongruities between words and expression or body language...

We learn to "read" silences...

By helping our "helpee" to "extrovert" the problem-solving process, we help them to "hear" their own solutions.

Part of the validation process we all needed and all-too-seldom received as children in Accurate Mirroring. It encourage us to "become"...it tells us we are OK...it empowers us.

II. How We Do It:

Just as a mirror feeds our own image (reflection) back to us--

We feed the helpee's words back to her--sometimes almost verbatim, sometimes as a paraphrase or restatement.

When we feedback verbatim, we are saying "I hear you--I'm tracking you". This can encourage the speaker to continue.

* "Your husband left you." = I hear you...go on...

When we feedback the same words, but change the inflection, we can be asking for clarification--either of content or feelings:

* "What I think I hear you saying is that your husband has walked away from the marriage, with little or no warning."

If the answer is "yes", we can continue. If the answer is "no" then we ask the helpee to restate the message for us, to help us to clarify what we failed to hear or misinterpreted.

* (Helpee): "That's right...it came as a total shock to me..."
or (Helpee): "Yes and no...I guess I should have seen it coming..."

This allows for frequent "course correction" so we don't wind up too far afield in our communication.

We can reflect back on two levels:

1. Content--the "head level" = "processing"
2. Feelings--the "gut level" = "ventilating"

One way of helping your helpee to "heal herself" is to let her express it once from the gut, then feed it back to her, and then let her confirm it, which turns the gut process into a cognitive process. This may lead the helpee into an "ah-ha" experience where she can recognize in a new way what she is thinking, feeling or doing.

By using the virtually the same words, by changing the emphasis, we can move the helpee from feeling to thinking, or vice versa:

EXAMPLE #1: (Helpee, in tears, very upset and helpless):

"My husband left me...I don't know what I'm going to do!!!"

(Helper, with empathy, but sounding calm and reassuring):

"Your husband left you and you're wondering what you're going to do."

(Helpee, sighing heavily, wiping at her tears, but calmer):

"I really don't know what to do next!"

By merely feeding back the helpee's words, almost verbatim, but in a calm and reassuring tone, you can "bring her down" from her panic and fear, and convey to her that she has choices. She has moved from near hysteria to contemplating her options (even if they are not happy options, she is no longer helpless.)

You can also reverse the process, moving from "head stuff" to "gut stuff":

EXAMPLE #2: (Helpee in a deadpan tone of voice):

"My husband left me. I don't know what I should do."

(Helper with empathy and controlled intensity):

"Your husband left you! And you don't know what to do...(or think or feel!) What are you feeling right now?!"

(Helpee, bursting into tears):

"How can he just walk away...it isn't fair..."

The helper can now move the helpee through her feelings of pain, frustration and rage. The helper might not have realized the many levels of emotion this helpee is masking behind her deadpan expression without moving the helpee from her "head" to her "gut" in this way.

By using reflective listening in the above ways, we can help our helpee to "extrovert" the understanding of feelings and behaviors. As one lady said: "How can I know how I feel about something until I hear what I have to say on the subject!"

Preoccupation with Self in the Listening Process:
from THE HELPING INTERVIEW
by Alfred Benjamin

A basic factor in communication relates more to the interviewer's behavior than to the interviewee's. As the interviewing proceeds, you, the interviewer, may be asking yourself what to say or do next. This concern with your own role may so absorb your attention that you will not be genuinely listening to the interviewee. You will be preoccupied with that small voice inside that insists on knowing how to act next. This inner voice constitutes a clear obstacle to communication. It is not to be confused with the other inner voice that brings you closer to the world of the interviewee--that "third ear" with which you suddenly understand something haltingly expressed. The voice that insists on knowing what to do next is a block between you and your partner in the interview. It is concerned more with you than with him, more with the impression you will make on him than with the impression he might make on you if you were listening and trying to understand him.

Should you, then, not be concerned with what you are to do or say? Naturally you must be, but not consciously while the interviewee is expressing himself. When you really listen, almost inevitably a moment's silence will intervene between the interviewee's pausing and your carrying on. Whatever you say or do next will be unpremeditated. It may not be polished or carefully thought through, but it will be genuine. It will come forth spontaneously as the result of your having truly listened. At any rate, you will not have planned your action at the expense of having lost track of the interviewee. You will not sound like the "ideal" interviewer, but you may well sound like yourself. The ideal interviewer does not exist, but you do; and if the interviewee can sense the genuine, unplanned, spontaneous you, he will have an experience rare in our society. He might even dare to learn from this experience.

On the other hand, should the interviewee sense that we are occupied, not with what he is saying, but with our eventual response to it, this could be very harmful to the relationship between us. He might imbibe from this a lesson I doubt we wish him to learn; in the interview, the important thing is not to be listened to but to be responded to. Were he to act on his conclusion, he would not listen to us either, but instead would plan his responses.

When not stemming merely from lack of experience, this preoccupation with self, I fear, has deep roots somewhere else. We are concerned with how we shall appear instead of being satisfied with what we are. We are concerned with demonstrating our role rather than revealing ourselves; with being perceived as superior rather than behaving like an equal; with presenting a show of authority rather than letting our authority--if it exists at all--come through naturally in the ongoing exchange of ideas and feelings.

...If we can accept ourselves as fallible, we shall err less. If we can learn to rely on our spontaneity, sensitivity, and basic common sense, we shall listen better and understand more. Our behavior influences that of the interviewee more than we know. Behaving openly ourselves, we shall encourage him to do likewise.

ENABLING

VS.

EMPOWERING

When I empower another person, I:

- * Help the other person to own their own problems and receive credit for solving them in their own way in their own time.
- * Teach the other person to do for themselves.
- * Help the other person to feel and become competent and powerful.
- * Am less likely to become angry at the other because I am not getting overinvested in outcomes; am more interested in process than outcome.
- * Am getting my self-esteem and identity needs met outside this one limited relationship therefore, I:
- * Don't feel threatened by, or resentful of, their increasing confidence and competence.
- * Am fostering independence in the other person, and don't feel resentment toward them or being dependent on me for too much.
- * Don't feel that the other person resents me for doing too much for them.

When I enable another person, I:

- * Own the problem(s) and feel obligated to solve them; receive most of the credit or blame for how things are going.
- * Do for the other person.
- * Help myself to feel competent and powerful, often at the other person's expense.
- * Am more likely to become angry with the other person because I am over-invested in outcome (more interested in outcome than process).
- * Am using this relationship to meet my self-esteem and identity needs therefore, I:
- * Feel competitive toward the other person, and am likely to feel threatened and resentful as their competence and confidence increase.
- * Am likely to come to resent them for becoming so dependent on me--even though I foster that dependence.
- * See them begin to resent me for doing too much for them.

In other words...

- * Let them feel competent and powerful, even if it is at my expense.
- * I make myself look and feel good, competent, and powerful, even if it is at their expense.

--Jennifer A. Septon, MSW Wellspring Counseling Services

SIGNS OF UNHEALTHY BOUNDARIES

Trusting no one--trusting anyone--black and white thinking

Telling all

Talking at an intimate level on first meeting

Falling in love with new acquaintance

Falling in love with anyone who reaches out

Being overwhelmed by a person--preoccupied

Acting on first sexual impulse

Being sexual for partner, not self

Going against personal values or rights to please others

Not noticing when others display inappropriate boundaries

Not noticing when someone else invades your boundaries

Accepting food, gifts, sex that you don't want

Touching a person without asking

Taking as much as you can get for the sake of getting

Giving as much as you can give for the sake of giving

Allowing someone to take as much as they can from you

Letting others direct your life

Letting others describe your reality

Letting others define you

Believing others can anticipate your needs

Expecting others to fill your needs automatically

Falling apart so someone will take care of you

Self abuse

Sexual and physical abuse

Food abuse

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**WHEN I FEEL RESPONSIBLE
FOR OTHERS...**

I fix

- protect
- rescue
- control
- carry their feelings
- don't listen

I feel...tired

- anxious
- fearful
- liable

I am concerned with:

- the solution
- answers
- circumstances
- being right
- details
- performance

I am a manipulator

I expect the person to live up
to my expectations.

**WHEN I FEEL RESPONSIBLE
TO OTHERS...**

I show empathy

- encourage
- share
- confront
- level
- am sensitive
- listen

I feel...relaxed

- free
- aware
- high self-esteem

I am concerned with:

- relating person to person
- feelings
- the person

I believe if I just share myself

the other person has enough to make it.

I expect the person to be responsible for
himself and his own actions.

I can trust and let go.

III. THE EFFECT OF CRISES UPON PEOPLE EXPERIENCING THEM

A. Are Crises Normal?

B. Social Readjustment Rating Scale

Note #5--Social Readjustment Rating Scale		
Rank	Life Event	Mean Value
1	Death of spouse	100
2	Divorce	73
3	Marital separation	65
4	Jail term	63
5	Death of close family member	63
6	Personal injury or illness	53
7	Marriage	50
8	Fired at work	47
9	Marital reconciliation	45
10	Retirement	45
11	Change in health of family member	44
12	Pregnancy	40
13	Sex difficulties	39
14	Gain of new family member	39
15	Business readjustment	39
16	Change in financial status	38
17	Death of a close friend	37
18	Change to different line of work	36
19	Change in # of arguments w/ spouse	35
20	Mortgage over \$10,000.00	31
21	Foreclosure of mortgage or loan	30
22	Change in responsibilities at work	29
23	Son or daughter leave home	29

24	Trouble with in-laws	29
25	Outstanding personal achievement	28
26	Wife begin or stop work	26
27	Begin or end school	26
28	Change in living conditions	25
29	Revision of personal habits	24
30	Trouble with boss	23
31	Change in work hours or conditions	20
32	Change in residence	20
33	Change in schools	20
34	Change in recreation	19
35	Change in social activities	19
36	Change in social activities	18
37	Mortgage or loan less than \$10,000.00	17
38	Change in sleeping habits	16
39	Change in number of family get-togethers	15
40	Change in eating habits	15
41	Vacation	13
42	Minor violations of the law	11

SOURCE: Holmes, Thomas H. and Rahe, Richard H. The social readjustment rating scale. Journal of Psychomatic Research, 11, 1967, 213-218.)

CRISIS THEORY AND INTERVENTION: DANGER VS. OPPORTUNITY

Outline and Reference Notes

INTRODUCTION

Note #1--Crisis Self-Inventory

List your crisis:

What happened to bring on this crisis?

What was your immediate reaction?

Were your first attempts to solve the problem successful?

Did you seek or obtain help from any other person or persons?

In what ways were they helpful?

In what ways were they unhelpful?

What was worse about your life after this crisis was over?

What was better about your life after this crisis was over?

How did your crisis provide you with an opportunity to grow?

Any other reflections?

I. CRISIS DEFINED

A. Webster's Dictionary: "Crisis"

1. a series or decisive state of things, or the turning point when an affair must soon terminate or suffer a material change; a decisive or crucial time, stage or event.
2. in medicine, the turning point in the course of a disease, which indicates recovery or death.
3. a crucial situation; a situation whose outcome decides whether possible bad consequences will follow.

SOURCE: "Crisis." Webster's New Universal Dictionary of the English Language. New York: Webster's Universal Press, 1977.)

HOW TO CALM SELF

Breathe slowly and deeply.

Talk slowly (make your words last and leave spaces between).

Talk calmly (make the energy of your voices low, yet strong).

Focus your attention outward (to the person there, to the task at hand).

Remind yourself of the information you have to get.

Remind yourself that the problem is "out there" (remember your role).

Remind yourself of how important it is to be calm.

Be aware of your own feelings/reactions.

HOW TO REACT HELPFULLY TO AN EMOTIONALLY UPSET PERSON

* When the person is low energy, withdrawn, quiet.

allow/accept their emotional space

offer, don't push talking

offer your understanding

follow their lead, their cues

talk calmly, softly

use their name

offer your name

* When the person is high energy, panicky, agitated.

accept their emotional space

be more directive

ask/instruct them to do things that will calm them

talk calmly, firmly

use their name

offer your name

HOW TO CALM ANOTHER PERSON

- * Act non-verbally calm-slow body movements.

Let the other person know that you hear them. Imagine you were them-talk with them about what it's like, paraphrase what they say.

- * Tell them to breathe slowly and deeply--count for them.
- * Tell them to talk slowly--to put spaces between their words.
- * Get their name and use that to focus their attention.
- * Give them your name, set them at ease.
- * Tell them what you're trying to do.
- * Tell them you are there to help them.
- * Tell them what you want to them to do.
- * Talk slowly.
- * Talk calmly.
- * Tell them to focus on something outside themselves.
- * Be accepting of what they say/do.
- * Let them know they're being helped.
- * Let them know you understand the gravity of the situation.
- * Turn it into a "let's do this", let them know they're not alone--you're in it together.
- * Have them breathe slowly into a paper bag (if hyperventilating).

BEING "PROFESSIONAL"
Outline

TWELVE POINTS ON BEING "PROFESSIONAL"

1. Being Professional Is Not The Same As Being A Professional
2. Being Yourself
3. Being Human
4. Getting Down To Business
5. Dressing Appropriate To The Situation
6. Knowing What You Are Doing
7. Using Your Proper Authority
8. Being Dependable
9. Being Available In Case Of Emergency
10. Being Assertive
11. Knowing Your Limitations And Making Full Use Of Consultation
12. Being Forgiving Of Yourself

CONFIDENTIALITY

Outline and Reference Notes

Introduction

Note #1--A Hypothetical Case (Mrs. Gavin)

Right after Thanksgiving your minister referred you to a woman named Mrs. Gavin, age 45, whom your minister described as lonely and somewhat depressed. During the first three weeks of December, you meet with Mrs. Gavin several times. She tells you that she is widowed, has one daughter who is a sophomore away at college, and that she works for an insurance company. She tells you that she has been too tired to clean up the house in the midst of the hectic preparations for the coming Christmas season. Although she has hoped to do some baking and shopping before Christmas, she reports that she has simply not been able to get these things done. She says that in order to prepare for the Christmas Season, she decided to take a week's vacation from her job. But in spite of the fact that she has had all the time to get her tasks accomplished, she is getting virtually nothing done. She goes on to tell you that she is depressed about not making a lot of progress during her week off. Furthermore, she doesn't even feel like going back to her job with the insurance company, although she says she will.

About a week before Christmas, Mrs. Gavin confides in you that she has been extremely upset with her daughter. Up until this school year she and her daughter have had a good relationship--including the past summer, which the daughter spent at home after her first year of college. However, at the present time, Mrs. Gavin is feeling hurt and angry because her daughter has almost totally stopped writing letters to her and has never telephoned her. The mother was especially hurt when her daughter failed to remember her birthday in mid-November. Mrs. Gavin tells you that at first she was very reluctant to share these personal feelings with you as a helper, but that now she has enough trust and confidence in you so that she feels more comfortable talking about what is bothering her.

A few day before Christmas your telephone rings. The person calls identifies herself as Judy Gavin and tells you that she has just arrived home from college for the holidays. She goes on to say, "I'm really concerned about my mother. I wonder if you could tell me what's going on with her, so that I could be of some help to her."

Following are four possible responses you might make to Judy's request for information.

1. "Judy, your mother is depressed. Lately, she has been letting the housework go undone, as you may have noticed. She doesn't do the baking or the shopping that she intends to do, and has little motivation to go to work or do anything else. She just can't get herself going. I hope your being home from Christmas will help pull her out of this."
2. "Judy, I'm glad you called. While your mother's problem is such that I cannot summarize it in just a few words, I think you should know that in part it concerns your relationship with her since this past summer. She is very upset that you have hardly been

in touch with her while away at school. Moreover, you even neglected to send a card or call her on her birthday. I think you could really help your mother and yourself while you're at home for Christmas by spending some time with her and talking about this breakdown in communication. And when you go back to school for the second semester, try to keep in touch with her more."

3. "Judy, this is none of your business. Certainly you're intelligent enough to know what your mother and I discuss is confidential. Please don't call me again about your mother. I will not discuss it!"
4. "I appreciate your calling and your concern for your mother, Judy, but those things which your mother has told me are confidential. I'm really not free to talk about this with you. I hope you understand. Although I'm not really free to talk about this matter with you, there certainly wouldn't be anything wrong with you talking to your mother."

TELECARE: THE NEXT BEST THING TO BEING THERE

Outline and Reference Notes

INTRODUCTION

I. REASONS FOR USING THE TELEPHONE FOR CARING

- A. Convenience
- B. Emergency
- C. To Get Information
- D. It's Less Threatening

II. SOME DIFFERENCES BETWEEN TELECARE AND FACE TO FACE HELPING

A. The Helper Can't See The Helpee

- 1. Listen Very Intently
- 2. Checking Things Out Periodically

Note #1--Checking Out Feelings

"It sounds as if you are crying at this time." or

"I'm wondering what you are feeling now." or

"It's difficult for me to decide whether your laughing or crying." or

"It sounds as if your voice is higher now than it was earlier. I wonder what you are feeling right now?"

- 3. Be Aware Of Background Noise

Note #2--Determining the Helpee's Willingness to Talk

"I noticed whispering going on in the background a moment ago and I'm wondering if you really want to talk to me. I'm very happy to talk with you. But only if you really want to talk."

B. The Helpee Can't See The Helper

- 1. Presence Must Be Confirmed By Sound Alone
- 2. Your Voice Characteristics Are Important
- 3. Be Aware Of Background Noises

III. WHAT TO DO IN THE TELECARE CONVERSATION

A. Find Out Precipitating Circumstances

Note #3--Getting at Participating Reason(s) for a Call

"What led you to call at this time?" or

"I'm wondering what sorts of things were happening with you that caused you to phone me just now?" or

"Could you tell me what in particular led you to call me at this time?"

B. Ask Yourself: "Whose Needs Are You Satisfying?"

Note #4--Checking on Possible Additional Needs

"Is there anything else that I might be able to help you with?"

C. When The Telecare Train Of Conversation Gets Derailed

Note #5--Picking Up on Changes of Subject

"We've been talking about some pretty strong feelings, and I've noticed that our conversation has drifted away from talking about those things. I bet it's difficult for you to talk about them."

Note #6--Assisting the Helpee to Continue Talking about Significant Things

"You were talking before about some strong feelings you have about _____, and I'd like to hear more about those."

D. How To Deal With Silences

Note #7--Responding to a Silence

"I've noticed that you've become very silent. It must be difficult to talk about your feelings at this time, and that's all right. I'm still hear and I'm still listening. Whenever you're ready to say something more, I'm right here."

Note #8--Helping to Get Past a Silence

"You've been silent a long time now. When people feel quite strongly about some things, it's hard to express it in words. But I'd like to know what feelings you are having right now."

Note #9--When the Silence Persists

"I'm still here with you."

Note #10--Attempting to find out the Cause of Silence

"I wonder if anything has been said during our conversation that you find difficult to talk about?"

Note #11--Ending a Silence by Bringing up Subjects from
Previous Interaction

"A **few minutes ago, we were** talking about _____. I'm wondering if you're having some

strong feelings about that and have been silent for that reason?"

E. Terminating The Call

Note #12--Bringing the Conversation to a Close

"You've shared a lot about yourself with me at this time. I'm wondering if there is anything else of immediate concern that you would like to say." or

"I think that we have had a good conversation (say this only if this is true): how about if we call it quits for now."

F. Making Time Limitations Known

1. Helper's Limitations

2. Helpee's Limitations

G. Premature Termination

Note #13--Preventing Premature Hanging Up

"It's sometimes very difficult to share feelings. As we talk, you may want to hang up when it still might be good for us to continue talking. If you feel like hanging up, let me know so that we can talk about it."

Note #14--Dealing with the Helpee who is Attempting to
Hang Up Too Soon

"It certainly is all right for you to hang up now. However, I think it might be good for us to continue talking for a little while at least. I think that we are on to something."

H. Getting The Helpee On The Line

Note #15--Getting the Helpee On the Line

"I'd like to talk to John."

I. Follow-Up or Foul Up

IV. PREVENTING TELEPHONE MANIPULATION

Note #16--Preventing Manipulation by Finding Out the Reason
for the Call

"What specifically happened that led you to call me?" or

"For what reason have you called me at this time?"

**TRADE ISSUES
III**

Oregon *Tradeswomen* Network

P.O. Box 86620 Portland, Oregon 97286

KEYS TO SUCCESS FOR WOMEN IN NONTRADITIONAL TRADESWORK

#1 PHYSICAL CONDITIONING

Nontraditional tradeswork often means vigorous, heavy and repetitive physical work throughout the eight hour day. Success for women in this type of work is greatly enhanced by being in good physical condition. If you are seeking employment or are already employed in a nontraditional setting you will do yourself a great favor by developing a program of

- 1) weight training
- 2) general exercise, and
- 3) stretching.

This type of program will

- 1) strengthen your muscles
- 2) build your physical endurance, and
- 3) keep your muscles and ligaments supple and flexible.

The GOAL of this program is to be in good physical condition so you are able to comfortably perform your work and prevent injuries.

The best time to begin this program of weight training, exercise and stretching is now! There is no way to get into good physical condition in one day. There will be plenty of challenges in your work day, you will have more energy for these challenges by beginning your tradeswork career in good physical condition.

If you are already on the job and find yourself struggling physically, begin planning and developing your exercise program now. Most likely you will continue to struggle for a month or more when you add yet more activity to your already physically demanding day. But over time you will begin to realize the benefits of your efforts. Being in good physical condition means you will have more energy and your body will feel better even after working hard all day.

Most YWCA'S and YMCA's and other "fitness clubs" have weight training equipment and training classes/programs. If you have never worked with or had instruction on weight training equipment an introductory class is a must. Weight lifting done improperly can cause serious injury. A general all around class/

program of weight training with some emphasis at first on your upper body would be a good place to start.

Weight training can seem quite intimidating and off putting to women. It may be easier to do your workout with a friend - supporting each other in your efforts to be in good physical condition. You should know that working successfully in the construction trades and lifting weights regularly does not mean you need to train for the Miss Universe contest! Again, you need only strengthen your muscles in order to comfortably perform your work and prevent injury.

Along with weight training some other regular exercise is needed to strengthen your cardiovascular system. Running, tennis, volleyball, soccer, swimming... averaging three times a week is a good goal.

The third component of your program is stretching. Attached is a short article on "Flexibility" along with some examples of stretching exercises. A great source of information is the book "Stretching" by Bob Anderson. Before you start your work day, at your break and at the end of your work day it is a very good idea to take 10 minutes to warm up, stretch and relax your muscles. This is an excellent way to prevent injuries.

It is not possible in this handout to give you all the information you may need to develop your "good physical condition program". There are a great many books available about strength training, exercise and good health. If you are making a choice to enter the nontraditional workforce you should consult with a doctor prior to doing so and before you begin vigorous exercise, especially if you have not done this type of activity before.

The rewards of good physical conditioning can be quite wonderful - a very real and satisfying sense of well being and accomplishment, for example. Feeling your body to be fit and able to handle the task at hand is a very powerful sensation, building confidence and skill level on the job! Being in good physical condition is one key to success in tradeswork.

Oregon *Tradeswomen* Network

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KEYS TO SUCCESS FOR WOMEN IN NONTRADITIONAL TRADESWORK

#2 TIPS ON DRESSING, EATING AND ATTENDING TO PERSONAL NEEDS WHILE ON THE CONSTRUCTION JOBSITE

The way you dress and take care of your personal needs on a jobsite will have a significant impact on how comfortable you will be during your work day. It will also indicate to your foreman or superintendent that you came prepared to work - that you are serious about your work and understand the need to wear clothing and boots which are appropriate to the job.

The following is a list of tips concerning clothing and personal needs on the construction job site. There will be some variation based on the particular tradeswork you enter and your individual needs. In general, a great deal can be gained by observing others and asking their recommendations. It is especially helpful to talk with other women in the trades about their own solutions to various jobsite/work conditions.

- o Wear loose fitting, comfortable, heavy duty jeans, overalls/coveralls or work pants. Work cloths take a beating and you want them to last - fabric which tears easily is not suitable.

- o Keep an extra set of clothing in your car. BE PREPARED FOR THE UNEXPECTED. Any number of things may happen - you may slip and fall in the mud, get caught in a sudden down-pour and not have time to put on your rain gear, you may spill solvent, oil or diesel fuel on your clothing... If you have some extra clothes the rest of your day will be much more pleasant.

- o Cotton socks are the best choice for all types of weather. In colder weather an outer sock of wool is a good idea. Wet feet are never comfortable. Keep an extra pair of socks in your lunch box.

- o You should wear cotton panties or at least panties with a cotton crotch. The cotton will absorb excess moisture and protect against infection.

o Don't wear anything that is difficult to remove to go to the bathroom. Portable Johns are not that large, nor that pleasant. The idea is to get in and out as quickly as possible! Unfortunately cold, rainy weather and the clothing necessary to keep warm/dry sometimes makes it difficult to be efficient in the Portable John.

o Extreme hot and cold weather requires special considerations when it comes to clothing. In hot weather cotton and loose fitting clothing is recommended. Revealing tops are not appropriate regardless of how hot it is. Light weight "Khaki" type work pants are a good choice.

For cold weather polypropylene long johns are very helpful or insulated overalls in more extreme weather. Sometimes layering a cotton shirt then a wool one and then a work jacket to cover makes a good combination. The difficulty is being warm enough and yet still be able to move! It may be very helpful to observe a few jobsites in cold/hot weather just to get an idea of what workers wear. If you know someone already in the trades ask them. Experience really counts on this.

o Gloves are needed for both warmth and protection. They should be made of material which will assist you in "gripping". Gloves need to fit properly. If they are too large you will not be able to "feel" the work well enough - and you're more likely to have an accident. (See the end of this list for a source of work gloves for women.) Once you find a pair of gloves which fit well you may want to purchase a couple pairs, unfortunately, they have a way of getting lost.

o Wear low heeled work boots or work shoes depending upon the particular job you will be doing. For some types of work steel toed and steel shanked boots may be required or desirable.

In the Pacific Northwest a pair of pull on rubber boots is a must. Some days you may wear your rubber boots all day. On other days, depending on the conditions, you may only need to slip them on for a few hours. You always want to have a pair available.

o Rain gear, like rubber boots, is a must in the Pacific Northwest. Some companies will supply your rain gear. Find out ahead of time. If they don't, make sure you purchase a set and have it with you at the jobsite. They can be rolled up together (jacket and pants) and held together with a rope or belt and stored in your vehicle or in a tool box. As with work clothes in general, you may want to go by a jobsite on a rainy day to see what the workers are wearing. Sporting goods stores and outfitters often carry a good heavy duty set of rain gear which works great.

If you are having difficulty finding work clothes and gloves which fit properly, there are two mail order catalogs to recommend which supply some work clothing and accessories for women.

Workables for Women
Oak Valley
Clinton, PA 15026-0214

Womanswork
Box 2547
Kennebunkport, Maine
04046

You should always plan on bringing your lunch to the jobsite. Often you may not be close to any kind of convenience store or restaurant and even if you happen to be, you don't want to use your precious break time to drive to the store.

Some tips about food:

- o A small Playmate-type cooler is perfect for packing your lunch . It will keep everything reasonably cool.

- o Pack things that will not spoil in the heat.

- o Bring something like Kool-aid or Gatorade to drink. If you put it in the freezer the night before, it will thaw out in time for lunch. Large thermoses work well also.

- o Drinking water is provided on the jobsite.

- o Bring an extra snack. Hard candy or fruit is good. You might need the extra energy.

- o Don't skimp on your lunch. This is not the time to start a diet. You will need all the calories to get through the day.

Here are some miscellaneous tips:

- o Put a wet wash cloth in a Baggie in your lunch box. It can help cool you down and be used to wash up before eating.

- o You may want to put together a small first aid kit of your own to have in your vehicle or tool box. A box of bandaids for small scrapes is a good idea, along with insect repellent and sunblock. A bad sunburn could cause you to miss work.

- o keep a tampon with you at all times. Always be prepared. You may not be able to go to a store.

o Sunglasses to protect from blowing dust and the sun are important.

o Do not wear contacts if you are sensitive to dust. If you do wear contacts, always have drops and a carrying case with you.

o Keys should be attached to your clothing or left in your lunch box. It is impossible to find lost keys on a construction job site.

o Hard hats and other safety equipment are usually furnished by the contractor.

Part of the information included in this handout was compiled from material prepared by the Highway Construction for Women Project, Texas A & M University System, P.O. Box 40, San Antonio, Texas, 78291

Oregon *Tradeswomen* Network

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KEYS TO SUCCESS FOR WOMEN IN NONTRADITIONAL TRADESWORK

#3 JOB SITE SAFETY

The construction industry is ranked as one of the most dangerous in terms of risk of accidental injury and death. For women entering tradeswork it is critical to be aware of safety hazards on the job site and to develop safety awareness and safe work habits that are "second nature" to you. If you are not paying attention, something as simple as crossing the street may be the last thing you do. However, if you are aware of your surroundings and have considered what you are doing and how to do it, crossing the street is perfectly safe, low stress and gets you where you want to go. Safety while working in the trades is like crossing the street.

Some general statistics to be aware of - An OSHA study in 1985 reported that some people are more likely to have accidents and suffer injury than others. They are young workers, new employees (not familiar with the job site), employees of medium sized firms (as opposed to small or large companies) and employees who routinely use hazardous substances. If you fit into one of these categories you want to be especially aware of yourself and your work environment.

No matter which trade you are working in there are some general safety rules which should become part of how you think about the job site.

1) Bring a safe self to the job site. If you are hung over, tired, drug affected or distracted generally, you are inviting catastrophe. Come to the job site thinking safety.

2) Keep your work area clean and tidy. Put scrap into a trash pile - keep it out from under you. Having a clean work environment will allow you to think more clearly, find what you are looking for more quickly, and generally work more efficiently and safely.

3) Work at a steady, careful pace. When you start feeling rushed, frustrated and out of order, slow yourself down - take a moment to stop, take a deep breath, relax, look around you and begin again in a thoughtful, measured way. Construction work is hard and you will have 8 hours of it, 5 days

a week. Working at too fast a pace you will tire quickly. A tired worker is also an unsafe worker.

4) When you feel yourself getting tired, slow down and remember to be especially cautious.

5) Be aware of yourself and your co-workers around you. For example, if you are working on the ground and someone is working above you make sure they know you are there and preferably move so that you are not directly below them. Being aware of your co-workers can mean a great deal to your own safety as well as that of your co-workers.

6) Don't leave tools, materials or scraps on the top steps of ladders, on scaffold planks, on the edge of the roof at window openings etc. Inevitably these items get forgotten and are knocked off later causing injury to someone below. Be aware of where you place your tools when you are not using them. If you wear a tool belt - use it! It's safer that way and tools are easier to find when you need them.

7) Be aware of safety equipment and clothing necessary for your job. Many companies provide safety items. You might want to keep your own safety glasses (once you find a pair that is comfortable) in your tool belt along with ear plugs. Have them with you always and use them. The same holds true for your hard hat and any other safety equipment. It won't do you any good sitting in your tool box.

8) Tool safety cannot be overemphasized.

- o Know the safe operating procedures for your tools
- o Keep tools clean and in good repair
- o Tag defective equipment and do not use it until it is repaired
- o Be sure guards are in place and functional
- o Shut off the power when making adjustments, repairing or when not in use
- o Concentrate on your work. Don't allow yourself to be distracted when using a power tool and do not distract a co-worker

9) Be aware of safety rules for specific pieces of equipment/power tools. If you have never worked with a certain piece of equipment, say so and ask questions about it's safe use. It will not do you or the employer any good for you to have an attitude that you should "push through" and not let anyone know you are unfamiliar with how a specific tool works. Asking for information or training on a particular piece of equipment can mean work without injury, learning a new skill and being more

valuable to your employer.

10) Lifting safely is an important part of job site safety awareness. Many injuries are a result of improper lifting.

- o Keep legs together
- o Keep your back straight
- o Keep the load as close to your body as possible
- o Bend your knees
- o Lift slowly and steadily
- o Break down heavy jobs into parts. Instead of carrying two heavy objects in one load, it may be safer and quicker for you to make two trips
- o Try dragging heavy objects instead of lifting
- o Remember, it's customary for construction workers to help each other out doing heavy jobs. If you can do the task alone, fine, but don't be afraid to ask a co-worker to lend a hand.

11) Make use of safety meetings at the job site. Take them seriously. Ask questions and voice concerns.

12) Do not let yourself get lax about job site safety. Attitudes such as "It won't happen to me" are sure to encourage accidents.

13) Keep yourself informed about safety. Take a First Aid class and CPR class. Let your employer know that you have these skills. Or, ask your employer to sponsor you to such a class.

Hopefully job site safety awareness has increased over the years, and most companies do make good efforts toward safe job sites. Occasionally you may find yourself working for someone who is more concerned with getting the job done quickly and does not take the time for safety. If you are not in a position to speak to the employer about safety and encourage a change in attitude - you may have to make a decision to leave that particular job site. It will be one of the best decisions you will make. Construction work is dangerous. Putting yourself in yet greater risk of injury or death is not worth it.

A young apprentice can be a safety risk to an employer - a way to success is to train yourself regarding safety on the job and to show yourself to be aware of the serious nature of your work. You will be an asset to your employer. For good employers who recognize the need for and the benefits of job site safety, your safe work habits and efficiency will be greatly appreciated.

Sources for information on job site safety:

- o The Journal of Light Construction
Volume 7 Number 8, May 1989
Volume 9, Number 5, February 1991
- o Fine Homebuilding Magazine
Aug/Sept 1986 #34
- o "OSHA Safety and Health Standards Digest - Construction Industry"
"Personal Protective Equipment"
"All About OSHA"

The above three publications can be ordered from:
OSHA Publication Distribution
Room S-2403
U.S. Department of Labor
Washington, D.C., 20210

Publications are free.

- o "Health and Safety Hazards Identification Program"

United Brotherhood of Carpenters and Joiners of
America
101 Constitution Ave. NW
Washington, D.C. 20001

Price: \$20.00

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Keys to Success For Women in Non-Traditional Tradeswork

#4 - Being Familiar With How Your Apprenticeship Works and the Responsibilities of the Joint Apprenticeship Training Committee

In the State of Oregon there are union and non-union apprenticeship programs. Both union and non-union apprentices are protected by a contract between their employer, the organization that administers their apprenticeship program and the State of Oregon. This contract is called the "Apprenticeship Training Standards". Each trade has their own Standards. The employer is called the "training agent". Union apprentices are also protected by their union contract.

Apprentices should get a copy of the standards for their trade so they know what their employer has agreed to do. These standards also spell out the apprentices rights and responsibilities. Union apprentices should get a copy of their union by-laws and contracts so they are aware of their additional protections and responsibilities.

Part of the Apprenticeship Training Standards is the requirement for the formation of Joint Apprenticeship Training Committees (JATCs). JATCs are made up of employers, union officials and workers. Some JATCs have an apprentice representative. State employees called consultants provide technical assistance to the committee. The responsibility of a JATC is to oversee the apprenticeship program for their trade and insure that the standards are being met. In general JATCs:

- 1) Set standards for applicants. For example, an applicant may be required to be at least 18 years old and have a high school diploma.
- 2) Select apprentices. The committee will review applications and participate in interviews for selection. Different apprenticeships have different criteria for selection and different application and interview processes.
- 3) Determine when to open their apprenticeship program and how many new apprentices to take in if they are going to open up. The JATC must consider many variables in making this decision - membership numbers, how many workers will be retiring, input from employers and economic forecasts.
- 4) Keep apprentices working and see to it that the apprentices receive a well-rounded education. This includes hiring well qualified instructors at training centers and providing tutoring if necessary.

5) Create and enforce a set of rules regarding training. For example, required attendance at class, requiring grades, submittal of work progress reports, and disciplinary actions.

6) Serve as Trustee of the training center.

Don't be afraid to talk to your JATC if you have problems as an apprentice. These people are dedicated to the apprenticeship system and volunteer hundreds of hours to making it work. Help them make the apprenticeship system more positive for women by letting them know what your problems and needs are as a female apprentice. Go to your JATC meetings. They are usually held monthly. If you are in a union program, go to your union meetings. Go with a friend for added moral support.

Make sure you fill out your work progress reports and other apprenticeship papers correctly and accurately.

Ask your employer to assign you to a different task if you have been doing one thing for a long time. Talk to a journeyperson or other apprentices to figure out what a "long time" is in your trade. If your employer won't move you, talk to your JATC. Most committees will take very seriously the request of an apprentice who wants to learn as much as she can about her trade. Although it is hard to balance wanting a job in the present with long-term learning of a career, it is very important to learn a wide range of skills.

Unions, employers and JATCs have varying degrees of understanding of women apprentice and women's issues. It can be very hard to educate these people while you are still so new to your trade. It's a WIN/WIN situation though, because most are glad to be educated. The more they know, the more they can do for you. Your success in the trades means success for them as well in their efforts.

If you are having difficulties in your apprenticeship program, you have several places to go for assistance:

- *Your union
- *Your JATC
- *The state consultant for your JATC
- *The State Apprenticeship Council (which oversees your JATC and apprenticeship programs)
- *The Bureau of Labor and Industries, and
- *Oregon Tradeswomen Network.

The best thing you can do for yourself is to be aware of these organizations - know how your apprenticeship program and the JATC works, introduce yourself to your JATC, and attend their meetings.

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KEYS TO SUCCESS IN NONTRADITIONAL TRADESWORK

#5 BE INFORMED ABOUT SEXUAL HARASSMENT

Accurate statistics about the prevalence of sexual harassment do not exist. However, some of the best information is found in the 1981 Federal Government study by the U.S. Merit Systems Protection Board (MPSB). This study was a "designed, random sample survey of Federal Government employees." It reported that 42% of the 10,684 women surveyed stated that they had been sexually harassed on the job in the two years immediately prior to the survey. Although no complete survey has been done in the area of nontraditional tradeswork, it would not be a stretch to state that sexual harassment (in some form) provides a major barrier to women in these job situations.

Much has been written about sexual harassment and discrimination in recent years. There has been ongoing progress in the education of employees and employers, unions and the general public regarding this issue. Sexual harassment, however, continues to be a serious problem. Women and men who experience sexual harassment can pay high economic and emotional costs.

For a woman seeking to enter the trades or currently working in the trades, educating herself about all aspects of this issue is very important. There are many sources for information on this subject. A few of these are:

"Sexual Harassment and Employment Discrimination
Against Women" A Consumer Handbook for Women
Who are Harmed, and For Those Who Care
by The Institute For Research on Women's Health
Published by The Feminist Institute Clearinghouse
P.O. Box 30563
Bethesda, Maryland 20614

"Stopping Sexual Harassment - An AFSCME Guide
by The American Federation of State, County and
Municipal Employees
1625 L Street NW
Washington D.C. 20036

Coalition of Labor Union Women
15 Union Square
New York, New York 10003

"Answering Your Questions on Sexual Harassment"
Prepared by the Technical Assistance Unit of
Oregon Bureau of Labor and Industries
Civil Rights Division
800 NE Oregon St.
Portland, Or. 97232

Equal Employment Opportunity Commission (EEOC)
2815 Second Avenue
Suite 500
Seattle, Wa. 98121

"Sexual Harassment in the Workplace" (a two part
article) published in the Oregonian, July 17 & 18,
1991.

"Confronting Sexual Harassment" published in the
Oregonian, October 13, 1991

When a woman feels herself to be a victim of sexual
harassment there are several things she can do.

Developing a support group with her peers can be of
tremendous assistance in coping with the situation. Some unions
have Women's Caucuses. If yours does not you might find out how
to do this in your union.

Go to union meetings. Ask your union to develop a
sexual harassment policy. Offer to assist in formulating the
policy.

If you are an apprentice seek information and
assistance from your JATC or the Training Coordinator.

Take a class on personal advocacy or assertiveness
training so that you will feel more comfortable about speaking
up for yourself.

Join Oregon Tradeswomen Network and attend the monthly
membership meetings where you can share your experiences and
information.

Points to remember:

- o Sexual Harassment is illegal
- o You have a right to request that the harassment stop
- o You are not alone if you find yourself to be a victim of sexual harassment.
- o Tell your co-workers and friends about what is happening to you. They may be experiencing similar problems.
- o You have a right to file a complaint, without retaliation
- o Keep a record of the incidents of sexual harassment - dates, times, statements of what was said or done, witnesses if any.
- o There are different solutions to sexual harassment depending on the individual and the type of harassment. Sometimes simply telling the person that you do not like what was said or done will resolve the problem. Sometimes you may need to speak with a supervisor, an attorney, file an EEOC complaint, or file a complaint with the Bureau of Labor and Industries, Civil Rights Division.
- o Speak up. It may be terribly hard to do. Realistically, there may be both economic and emotional costs to doing this. However, if you do not speak up the problem will not go away and you may suffer emotional and economic costs anyway.
- o Employers are responsible for providing a work environment which is free from sexual harassment. All employers should be rigorous about the education of employees and the enforcement of sexual harassment laws.

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KEYS TO SUCCESS FOR WOMEN IN NONTRADITIONAL TRADESWORK

#6 AGENCY RESOURCES FOR WORK RELATED PROBLEMS OR INFORMATION

APPRENTICESHIP

If you are thinking of entering one of 175 apprenticeable trades and you want information about openings, pay scale, content or length of training programs, the agency to contact is: Oregon Bureau of Labor and Industries, Apprenticeship and Training Division. There are Bureau offices located in 7 Oregon cities.

Portland: 800 NE Oregon Street #32, Portland, Or. 97232; 731-4072
Bend: 1250 NE 3rd, #B105, Bend, Or. 97701; 388-6330
Coos Bay: 320 Central Ave, #510, Coos Bay, Or. 97420; 269-4575
Eugene: 165 E 7th, #220, Eugene, Or. 97401; 686-7582
Medford: 700 E. Main, #105, Medford, Or. 97504; 776-6201
Pendleton: 721 SE 3rd, #2, Pendleton, Or. 97801; 276-7884
Salem: 3865 Wolverine St NE, E-1, Salem, Or. 97310; 378-3287

DISCRIMINATION

If you feel you have been denied employment, or have been discriminated against on the job due to race, color, religion, sex (including pregnancy-related conditions), marital status, mental or physical disability, or application for worker's compensation benefits, the agency to call is the Oregon Bureau of Labor and Industries, Civil Rights Division. Bureau offices are in the same locations as listed above under apprenticeship. Phone numbers are as follows:

Portland: 731-4075; Bend: 388-6330; Coos Bay: 269-4575;
Eugene: 686-7623; Medford: 776-6201; Pendleton: 276-7884;
Salem: 378-3296

If you feel you have been denied employment, or been discriminated against as described above by an employer who holds a federal contract of \$10,000 or more (or \$2,500 or more for discrimination involving physical or mental disability), the agency to contact is:

U.S. Department of Labor
Office of Federal Contract Compliance Programs
111 3rd Ave., Suite 610
Seattle, Washington 98101 Phone: (206) 553-4508

WAGE AND HOUR

Questions regarding your paycheck should first be discussed with your employer. If unresolved issues remain after discussing your pay concerns with the employer and you are a member of a trades union, follow grievance procedures in your union contract. If you are working for a non-union employer and have not been paid properly, or have questions regarding the prevailing wage rate on public works projects, the agency to contact is: Oregon Bureau of Labor and Industries, Wage and Hour division. Bureau offices are in the same locations as listed above under apprenticeship. Phone numbers are as follows:

Portland: 731-4074; Bend: 388-6330; Coos Bay: 269-4575;
Eugene: 686-7623; Medford: 776-6270;; Pendleton: 276-7884;
Salem: 378--3292

UNSAFE WORKING CONDITIONS

If you are aware of unsafe working conditions on your jobsite, correct the unsafe condition yourself, if possible, and/or bring it to your immediate supervisor's attention. Every employer with 11 or more employees is required to have a safety committee. Notify the committee of unsafe working conditions. If, after taking these steps, no corrective action is taken, the agency to contact is: State of Oregon Insurance and Finance Department, Occupational Safety and Health Division (OR-OSHA). Phone numbers of field offices are as follows:

Portland: 229-5910; Bend: 388-6066; Salem: 378-3274;
Eugene: 686-7562

ON-THE-JOB INJURY

Report any accident or injury, however minor, to your supervisor at the time of the injury. Written accident forms should be filled out. This documentation will verify that your injury did occur on the job should you need medical attention or be unable to work. Medical treatment, rehabilitation or retraining costs and loss of pay due to work related injuries or illnesses are covered by worker's compensation insurance paid for by your employer. The agency to contact is:

Oregon Department of Insurance and Finance
Worker's Compensation Division
Labor and Industries Building
Salem, Or. 97310
Phone: 1-800-452-0288

UNEMPLOYMENT BENEFITS

When you are laid off from a job due to reduction in force, you may be eligible to receive unemployment benefits paid for by your employer while you were working. Briefly, your earnings during the first 4 of 5 completed calendar quarters are used to determine benefits. You must have worked at least 18 weeks and have earned at least \$1000 during that time to be eligible for unemployment benefits. On 8/26/92 the minimum weekly benefit was \$63 and the maximum weekly benefit was \$271. Generally, you may collect benefits for a maximum of 26 weeks. Unless you are a member of a union which dispatches strictly on and out-of-work list, you must be actively seeking work to receive unemployment benefits. You may be able to collect unemployment benefits if your apprenticeship training program requires you to leave work to attend related classroom training. Look in the blue pages of the phone book under STATE GOVERNMENT, Oregon State Office of Employment Division to find the number and address of the closest office. It is wise to call first to determine hours that claims are being processed.

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Oregon *Tradeswomen* Network

P.O. Box 86620 Portland, Oregon 97286

KEYS TO SUCCESS FOR WOMEN IN NONTRADITIONAL TRADESWORK

#7 GENERAL INFORMATION ABOUT APPRENTICESHIP PROGRAMS

An Apprenticeship Program is one of the best means of learning a skilled trade. The State Apprenticeship Council sets standards for each craft. A JATC (Joint Apprenticeship and Training Council) oversees the training of the apprentices while they are in the program. Apprenticeship Programs last from one to five years depending on which trade you chose. Apprentices receive on-the-job training for which they are paid by employers. Wages start at approximately 50 - 60% of the journey level wage and increase every six months. Besides learning while earning an apprentice is also required to take related classes and/or shop time through a registered training agent. These classes are designed to give detailed instruction in the processes of the trade so that an apprentice can increasingly become more skilled and proficient.

If you are not physically active already, you can become active by engaging in any type of fitness program that builds strength and increases stamina and flexibility.

Math skills are important to many trades. It would be helpful to review basic math, fractions and geometry.

Contact anyone you know who is already in the trade you are interested in. They can give you valuable information. If you don't know anyone in the trade, contact a support group such as Oregon Tradeswomen Network or contact the union offices and ask to be referred to someone who can talk to you about that trade.

Familiarize yourself with the tools of the trade - their names and uses. You can do this through books in the library or by visiting a hardware store and just asking questions. Some of the commonly used names in the trades are uncommon to the general public and may surprise you.

Information sheets are available on the various trades from the Oregon Bureau of Labor and Industries, Apprenticeship and Training Division. These sheets will tell you what the particular qualifications are for your chosen trade. These offices are located in 7 Oregon cities.

Portland: 800 NE Oregon Street, #32, Portland, Or. 97232; 731-4072

Bend: 1250 NE 3rd, #B105, Bend, Or. 97701; 388-6330
Coos Bay: 320 Central Ave, #510, Coos Bay, Or. 97420; 269-4575
Eugene: 165 E 7th, #220, Eugene, Or. 97401; 686-7582
Medford: 700 E Main, #105, Medford, Or. 97504; 776-6201
Pendleton: 721 SE 3rd, #2, Pendleton, Or. 97801; 276-7884
Salem: 3865 Wolverine St NE, E-1, Salem, Or. 97310; 378-3287

If you feel you qualify for an Apprenticeship Program, go to your local State Apprenticeship office and fill out a "Declaration of Interest/Apprenticeship Application". Each trade has their own selection process. There are four methods of selection -

A. Strict Selection Procedures - applicants are rated and placed on a list in numerical order. The highest rated people are called first.

B. Hired from existing employers - Only applicants who are already employed are eligible.

C. Pre-qualified Pool - The employers can hire anyone on the list. The applicants are not ranked.

D. "Intent to hire" form is issued and the applicant must find their own job from among qualified employers. This is also called a 'Hunting License'.

If you feel you are not quite ready for an apprenticeship program and would like to get some pre-apprenticeship training, there are programs available mostly through the community colleges. You can contact Oregon Tradeswomen Network, your applicable trade union or the community colleges to find out what programs are available.

The trades are open to women. If you have the interest and the desire you can find a profitable and enjoyable career in the trades.

**PROBLEM SOLVING
IV**

Conflict Management - Problem Solving

Presented By

Eileen R. Hannegan, M.S.

In Association with

Pacifica Counseling & Consulting, Inc.

Author of

When Money Is Not Enough: Resolving Codependency in Career and the Workplace

Outline

- ♦ Basic Reactions to Conflict

Handout #1

- ♦ Cycle of Unresolved Conflict

Handout #2

- ♦ Conflicts Effect on Environments

Handout #3

- ♦ Dealing with Conflict

Handout #4

- ♦ Environments that Promote Problem Solving

Handout #5

- ♦ Interdependent Practices that Minimize Conflict

♦ Basic Reactions to Conflict

Generally, people do not feel comfortable with conflict and usually react with fear in such situations.

Most individuals react to conflict in an extreme passive resistance or in an extreme aggressive control. (Handout #1)

In my book I refer to the extreme passive person as codependent. When conflict occurs, this person will give away her power in order to gain acceptance from the person who is creating a situation of disagreement. The codependent person avoids conflict at the cost of her professional integrity. The intent of this avoidance is in the hope that things will somehow get better without having to be honestly confronted and resolved.

The counterdependent person, on the other hand, deals with disagreement or conflict by maintaining power and control over others. Through seclusion and self involvement, they maintain a fortress of protection. When confronted they usually react in an aggressive manner that intimidates others.

♦ Cycle of Unresolved Conflict

(Handout #2)

The cycle that promotes unresolved conflict and dysfunctional work relationships is when the codependent person avoids conflict and hopes it is going to get better. Soon the illusion she has been holding on to begins to fade and the same old problems crop up again. Next, disappointment sets in fueling frustration in dealing with the same old problems. Since the conflict continues to be avoided, frustration leads to anger. Even though the anger should be a warning that something is wrong and needs to be corrected, the codependent person is too fearful to deal with it. So the anger is suppressed, resulting in depression. In the depression stage the codependent person feels helpless to change the situation she finds herself in.

Soon the codependent person will start to minimize the situation, discounting herself and what she needs. Codependent persons are notorious for feeling guilty because they end up taking the responsibility and blame for the entire situation. The outcome is that the codependent person is filled with self doubt as to how she can handle the situation.

If the codependent person is not willing to deal with the conflict in a straight forward manner, they continue to hope that it will resolve itself.

♦ Conflict and the Effect on the Environment

Conflict left unresolved will create the warning signs in Handout #3. Without intervention an organization will spiral downward with low morale and high stress.

To manage conflict in the best professional manner is to groom (mentor) individuals in an interdependent approach. First, the person needs to reduce his/her own fear in situations of conflict.

By maintaining a balance of assertive presence without giving away your power or overpowering people in a situation of conflict, an atmosphere of respect and support will be promoted.

♦ Dealing with Conflict

When a person is in a management/supervisory position **The 4 Stages of Responsive Confrontation (Handout #4)** provide a guideline to clarify the real issues and to hold the employee(s) responsible to the commitments of his position and interaction with fellow employees.

In any situation that conflict arises there are a few practices that can help facilitate resolution in the best possible way. The following list provides some guidelines:

1. Remain calm
2. Listen
3. Stay on the real issues (Don't get side tracked)
4. Speak your truth, how you see it
5. Identify expectations
6. Report experiences
7. Negotiate needs
8. Agree on commitments of both parties
9. Write down agreements and commitments
10. Hold self and other person(s) responsible to agreements and commitments.

♦ Environments that Promote Problem Solving

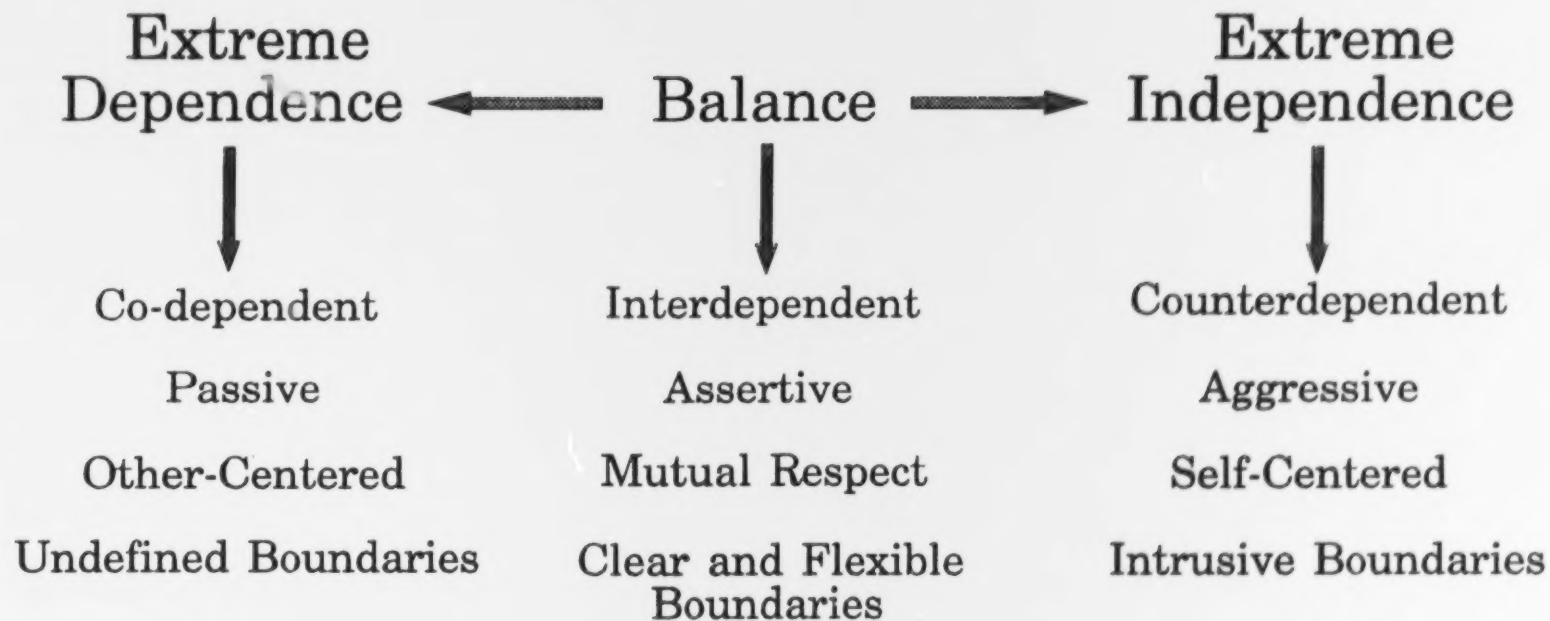
By maintaining open communication and continuing to hold self and others responsible to an interdependent work relationship, conflict will be handled in a positive manner. **Handout #5** shows the behaviors of an environment that practices conflict management interdependently.

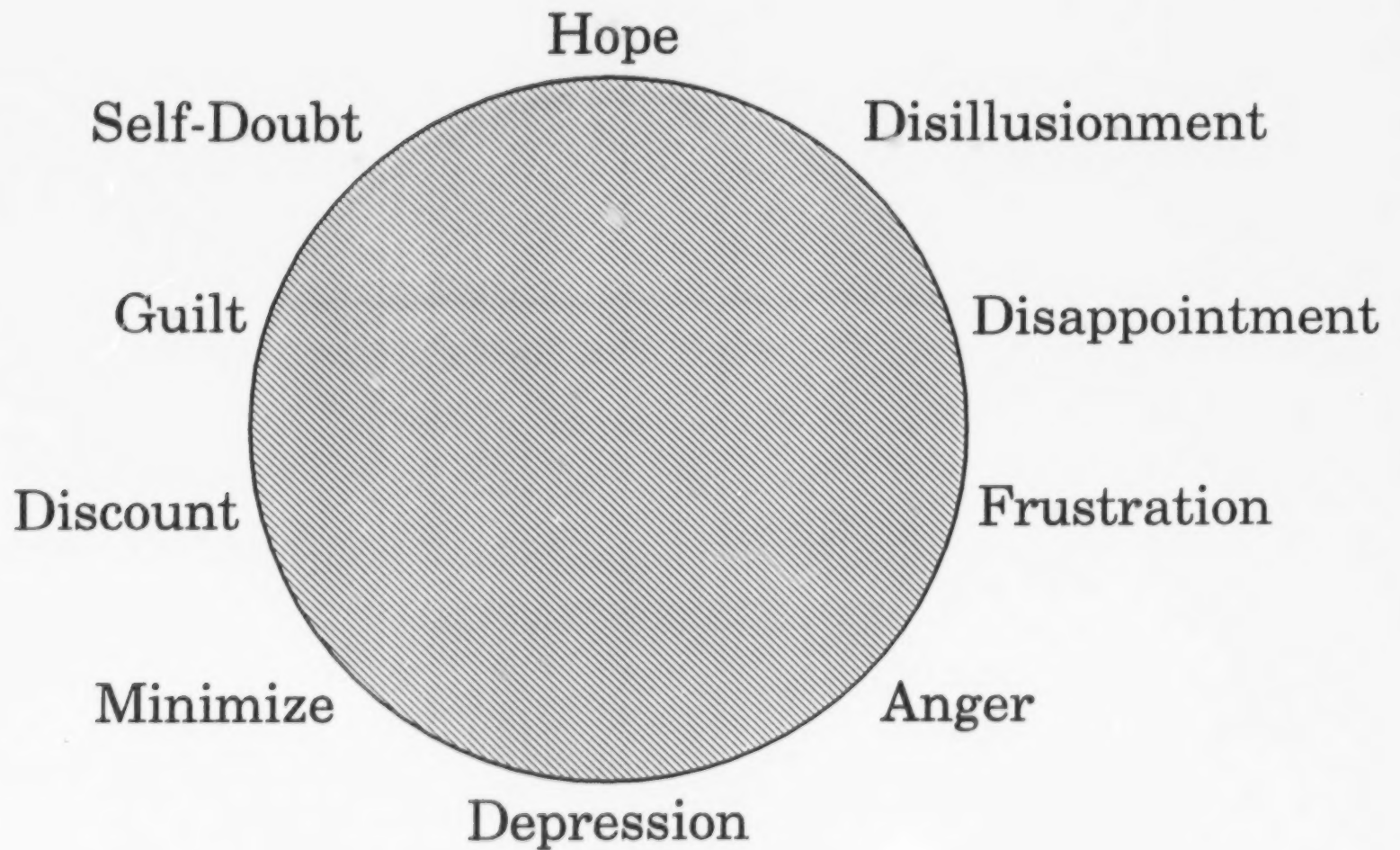
In a healthy organization with an interdependent employee culture, conflicts is seen as a positive way to effect change, improve performance and produce a quality product.

To further strengthen the ongoing interdependent work relationships that effectively deal with conflict interdependent practices should be exercised throughout the organization.

Interdependent Practices that Minimize Conflict

1. Communication is top to bottom and bottom to top.
2. Staff has an opportunity for "input" in the decision making process of management.
3. The individual is responsible for his/her position in an effort to meet the goal of the department/organization.
4. All employees are treated with respect and dignity.
5. Each employee is accountable for their position and productivity.
6. Management and staff are willing to speak the truth.
7. Management and staff are committed to increase personal and professional skills.
8. Management and staff are flexible in the change and growth of the organization.
9. Mutual trust exists between management and staff.
10. The work environment reflects individual and corporate commitment.





Organizational Environment Assessment Warning Signs

Passive Resistance

Aggressive Control



Tension within the work environment
Tension between employees
Underground communication
Finding fault/not finding solutions
Problems (if identified) not effectively solved
Lack of Trust
Lack of Honesty
Negative "rumor mills"
High stress/low productivity
Departmental alienation
Sabotage of people and projects

The 4 Stages of Responsive Confrontation

Stage 1

- ♦ Listen to both sides
- ♦ Clarify assessments and assertions
- ♦ Restate information
- ♦ Separate out issue(s)

Stage 2

- ♦ Take time to review
- ♦ Prepare to address the issue(s)

Stage 3

- ♦ Speak directly and honestly (avoid double messages)
- ♦ Declare your position (organization's position) and requirements for employee's performance
- ♦ Specify steps needed to fulfill requirements

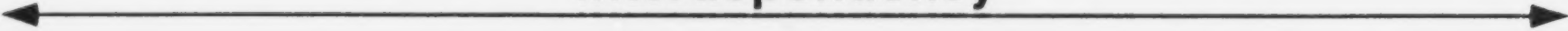
Stage 4

- ♦ Request commitment of personal attitudes and actions to support specified steps from all persons involved in situation
- ♦ Hold employee accountable to fulfill commitment
- ♦ Review completion of steps and employees performance

Organizational Environment

Desired Outcome

Interdependency



Proactive Communication

Trust in Work Relationships

Mutual Respect for Self/Others

Honesty in Confronting Issues

Supportive Attitudes and Actions

Team Approach in Problem Solving

Interdepartmental Support

Committed to Responsibility of Position

Committed to Quality in Work Relationships

Committed to Quality of Product

SELF-CARE
V

SELF-ESTEEM

Book List

Born To Win, Muriel James and Dorothy Jongeward

Celebrate Your Self: Enhancing Your Own Self-Esteem,
Dorothy Corkville Briggs

It's Never Too Late To Be Happy, Muriel James

Feeling Good: The New Mood Therapy, David Burns

Outgrowing the Pain; A Book For and About Adults Abused
as Children, Eliana Gil

It Will Never Happen To Me (for adult children of alcoholics)
Claudia Black

Self-Esteem, Matthew McKay and Patrick Fanning

Adult Children of Alcoholics, Janet Woititz

Dr. Weisinger's Anger Workout Book, Hendric Weisinger

BUILD Self

Flip back through your memories. Do you remember a day when the world was yours? Did you catch sight of someone in a mirror who looked vital, powerful or full of joy, then with a shock of recognition realize it was *you*? What age were you? And what was going on?

Or remember someone you know. Evie, a girl who transferred to my high school, was large, bony and oddly shaped. She had wild hair and features that were way too big for her rather small face, but she carried herself more proudly than any of her prettier classmates.

This somehow made her *look* beautiful. I was intrigued and wanted to know her secret. One day she clued me in when a group of us were talking about boys, popularity, our many failings. "You know," she said, "I've never

PROTECT + NURTURE -esteem

thought that way. I guess I've thought of what I wanted and set out to get as close to it as I could. Maybe I'm just happy to be my own quirky self."

That's what self-esteem *feels* and *looks* like. It's a relaxed appreciation of the full extent of one's personality — quirks and all — created by a sum of parts: flexibility, courage, creativity, self-acceptance, self-confidence and a positive self-image. Self-esteem enhances your performance, increases the likelihood of your success, is the jet fuel of motivation and the bedrock of well-being and contentment.

Children originally don't lack self-esteem — it's chipped away by parents, siblings, schoolmates, lovers or jobs. Girls are often brought up to realize less of their potential than boys, partly because many of their mothers were never taught to value themselves. If your mother has real self-regard (like Evie's), you probably have stopped reading this article by now — you know everything in it. But many women I see in my practice have a mother with no sense of her own worth, power or self. Lacking the primary attributes of self-esteem, they brought up daughters with a profound sense of feminine inferiority and self-distrust.

Psychoanalyst Karen Horney wrote in the 1930s that parents who have poor self-esteem undermine their child's self-worth through "domination, indifference, lack of respect, disparagement, lack of admiration, lack of warmth, isolation and discrimination." By contrast, parents who give a child unconditional love, respect and security inspire self-confidence and a sense of independence.

Child-analysts D. W. Winnicott and Daniel Stern have independently studied the "dance" that goes on between baby and parent. In the most mutual "dance," the mother's or father's response accurately mirrors the child's expressions and emotions, and helps the child to value himself or herself highly yet *(continued)*

Self-esteem

78.

accurately. Problems occur when the child is ignored, perhaps because of the parent's depression or preoccupation, or when the parent insists the child mirror his or her emotions and dreams of glory. The miscues that result grossly exaggerate praise or blame: the child instinctively knows these have more to do with the parent's need for a wonder child than with the child's true value. But to keep the parent's love and approval, the child relinquishes her own accurate self-perception.

What is it?

There was little mention of self-esteem in either popular or professional literature until the "black is beautiful" movement and the women's movement of the 1970s. The term appeared in the *Manchester (England) Examiner* in 1884, but only in the past decade has the concept of self-esteem become widely recognized and the term widely used.

One researcher noted the publication of more than 50 manuscripts, 1,416 articles and 30 tests and measures on self-esteem between 1979 to 1985. The flood of attention, especially in the early Eighties, rose from an effort to build minority children's self-worth in the face of bias and discrimination. When the women's movement defined women as a minority, subject to similar injuries to self-esteem and to self-worth, the focus of many of these studies shifted to include them.

The newest findings emphasize the importance of a woman's view of herself rather than how she is perceived by others. Linda Sanford, coauthor of *Women and Self-Esteem*, states that *self-esteem derives from knowing who one is as an individual woman rather than defining oneself by a role—wife, mother, architect, whatever*. She also notes that people with self-esteem avoid the all-or-nothing approach of self-imposed yet impossible demands that only ensure defeat.

Self-esteem's greatest enemy

The parental miscues that create the overvaluation, undervaluation and distortion of a child's self-image also create a faulty inner judge who is never satisfied; the judge continually exhorts the child to do more and do better. Nothing is ever quite good enough. Much of therapy often consists of taming and changing this voice—the greatest enemy to self-esteem. A turning point comes when a person can say, "You know, I did that really well. It's not perfect,

but it's the best I can give it and I'm satisfied."

There is a passage in Margaret Atwood's *Cat's Eye* that captures a moment when an artistic little girl crushes her own worth and creativity in order to be popu-

lar and conform. She joins two schoolmates in a game of cutting figures out of catalogs and pasting them in scrapbooks. The game is accompanied by a dishonest self-negation with each of the girls declaiming, "Oh, yours is so good. Mine's no good. Mine's awful." Atwood's heroine concludes, "It's the thing you have to say, so I begin to say it."

Many women remember a similar sort of event when they first learned to downplay their own skills or attribute their hard-won accomplishments to luck. They learned to give away too much of themselves; they also learned to retain and mull over negative information while being deaf to anything positive. It is often impossible for these women to accept or even hear a compliment. Their self-esteem becomes precariously subject to others' vagaries.

One insidious consequence of this is that women have been found to judge women harder than they judge men; they also rate themselves and other women lower than they do men for the same work and expect women to work harder, more and at a higher level to merit the same rewards.

When and where your self-esteem is vulnerable

Self-esteem is not a constant in anyone. Sickness, exhaustion, loss or major life changes can cause it to become temporarily vulnerable—it's a normal reaction to crisis. The way to silence the insidious inner judge who blames you for everything is to know where the voice comes from. You have to understand the event and its effects on you.

Virginia Woolf, in *A Room of One's Own* and *Three Guineas*, poignantly catalogs society's multiple injuries to women's self-esteem and the difficulties women encounter in achieving a sense of their own worth. Woolf recounts this with a strong yet devastatingly polite anger and assertiveness. Her conclusion, and mine, is that women need to help one another build a strong sense of self. When they do, they reflect the other's potential.

Get to know other strong, vital women. With a friend along, it's easier to reinforce your strengths and new ways of looking at yourself. And act the way you want to be—the way you did the day you caught sight of yourself in the mirror and felt great. Practice this as if you're relearning something you'd forgotten, or rehearsing (continued on page 209)

To rediscover self-esteem, you

Self-esteem

(continued from page 160) a part in a play. Walk beautiful, think tall, strong and brilliant.

You can improve self-esteem

If you had parents who accurately mirrored you, and had friends, teachers and jobs that reinforced your self-esteem, you're ahead of the game. If not, there are things you can do to improve your self-worth. One way to start is to sit down and list the things you like about yourself physically, emotionally, mentally—everything you like, no ifs or buts. Be prepared to find this harder than it sounds; your inner judge may want to qualify everything or wreck your list in subtle ways. It may help to try this with a trusted friend. Talk over your lists with each other, trying to mirror the other as a good parent would do.

Then, as if you were your own dearly loved child, spend some time each day feeling and thinking about the things you like about yourself. Tend them as you would a garden. A good time to do this is while walking or driving, working out or doing repetitive chores that leave you time to repeat and lengthen the list.

Remember when, how and by whom you were robbed of this good feeling, and think about how you rob yourself now. To rediscover your self-esteem, you have to step out of the negative. Start contradicting the shame-producing messages you've been telling yourself. If these tasks seem too hard, you may want to find a therapist who can help.

After you start to think of yourself more positively, looking at your naked self in the mirror really helps. Most women have a skewed idea of what they should look like. Like a rejecting parent, they see only the faults. The way to change this destructive pattern is through positive reinforcement, by parenting your own inner child. Look at whatever aspects of your body you admire, then look at a part you don't like (choose one of your more minor "flaws" at first). Look at it with some compassion; touch it gently. When

you value your own physical entity, it becomes easier to improve your health and looks through diet and exercise—not to conform to an exterior standard, but because it feels better. There is a vast difference between giving the body the loving care it merits and whipping it into shape to conform to an external ideal. And there's nothing wrong with getting a lift through a new dress or hairstyle. Self-esteem derives from what your inner self makes of these presents.

Colette Dowling, in her book *Perfect Women: Hidden Fears of Inadequacy and the Drive to Perform*, writes of ways to counteract one's inner critic, change her into a supporter—or just get her to shut up. What you are saying to yourself in your inner dialogue really counts. It is important to become conscious of the negative tape about yourself that you may be constantly replaying and then change it. As soon as you are aware of a negative thought, stop it and replace it by examining the feelings of your inner child or by calling to mind some specific, detailed and hon-

est appreciation of yourself. For instance, if you catch sight of yourself in the mirror and the inner voice starts nagging, "You're too fat," make yourself stop and replace the thought with a positive appreciation of your eyes or the way you handled a problem at work or what you did to help a friend. It doesn't matter how small or large the new thought, as long as it values some part of who you are. Do this every time the negative litany starts. Practice it as you would a new language instead of setting it up as another thing at which to fail.

Israel Rosenfield, Ph.D., a neurobiology researcher who believes that memory is an invention of the brain, says that the brain creates new procedures and categories to account for unexplained new information. Thus, both positive and negative thinking are learned habits that tend to reproduce themselves. Replacing a negative thought with a positive one changes more than just the passing thought—it changes the way you perceive and deal with the world. □



The Power of SELF-TALK

To make your inner voice a force for success and happiness, says a noted psychologist, substitute accurate, positive thoughts for those false messages of fear.

by Harriet B. Braiker

They say there's nothing wrong with talking to yourself, but when you start answering back, it's time to worry. They're wrong. Talking aloud to yourself in public isn't a sign of mental health, but holding an internal dialogue is quite normal and very useful.

In fact, inner conversations have a powerful impact on emotional well-being and motivation. Becoming aware of exactly what you are saying to yourself about yourself can help you understand why you react the way you do to events and people in your life. It can also give you a handle on controlling your moods, repeating your successes and short-circuiting your shortcomings.

Positive self-talk can do a lot to give you the confidence that frees you to use your talents to the fullest. If public speaking makes you nervous, use your inner voice to reassure yourself: "You can do it. You've done it well before. Why else would they have asked you to do it again?" Behind your nervousness may well be negative thoughts such as: "There are 300 people out there! I'll never hold their attention." Since self-talk has a way of becoming self-fulfilling prophecy, uncountered negative thinking can spell trouble. That's why it's so important to monitor your inner voice.

For example, let's assume you're upset because you didn't do as well as you had hoped in a job interview. In the first column, the self-talk you have recorded might read something like, "I always mess important things up this way. I'll never get that job . . . I probably won't ever get any job. The interviewer just hated me. I could tell. What a bozo I am."

In the second column you identify various thoughts as errors of over-generalization, or jumping to conclusions, or labeling, and so forth. In the third column, your rational rebuttal might read, "OK, I didn't do so well in answering a few questions because I was anxious. But I did answer a lot very well."

"Actually, I don't know the man at all, so I can't really judge his reaction to me. If I have the opportunity for a second interview, I'll make sure to add the information I left out. If I don't, I'll have learned from the experience and I'll do better next time."

This may be a lot of writing, but it's the best way to get started. You'll soon be skilled enough to do it in your head without writing it down.

Moving from Talk to Action

The real power of self-talk lies in how it changes behavior. Simply correcting your internal programming will improve your mood, but it won't do the most important job. The ultimate purpose of examining what is going on inside your head is to change actions that are self-defeating. Thinking correctly does alter your negative moods, but enduring change comes only with modifying your behavior.

If, for example, your self-talk tells you, "I can't break up this relationship because I can't stand being alone, even though the relationship is harmful to me," you're likely to stay locked in the same unhappy situation. To make your self-talk more accurate, you might say, "I feel anxious about breaking up and facing the idea that I might be alone for awhile. But if I really want to give myself a chance for the kind of relationship that will make me happy, I must let go of the one I'm in."

Now comes the clincher: To activate the full power of your self-talk, you must follow the path that your new, accurate inner messages point. In the example, you would need to actually terminate your current relationship and, with the aid of further encouraging and supportive self-talk, get back into social situations where you can meet new people and begin forming new relationships.

To find the behavior that goes with your new self-talk, ask yourself these questions: What behavior has my erroneous self-talk generated? How has it hindered me from reaching my goals? What actions does my corrected self-talk suggest? How will my

life be better when I change? When and how will I start to change?

Accurate self-talk should enable you to know how your behavior needs to change. And behavior is what counts. As an old proverb advises: "To know but not to act is not to know at all." □

Harriet B. Braiker, Ph.D., is a practicing clinical psychologist in Los Angeles and author of Getting Up When You're Feeling Down, soon to be released in paperback by Pocket Books, and The Type E Woman (NAL/Signet, 1987).

The Psychology of Self Talk

The methods described in this article — using self-talk to elevate your moods and change your behavior — have their basis in cognitive therapy. The best-known proponents of talking to yourself are psychiatrist Aaron Beck and his colleagues at the University of Pennsylvania, who developed cognitive therapy. David Burns popularized the technique for the treatment of depression in his best-seller, *Feeling Good: The New Mood Therapy*.

The guiding tenet of cognitive therapy is that beliefs and thoughts, as represented by your words and assumptions, have the greatest impact on your emotions, behavior and state of mind. So by directly assaulting self-hindering thought, you can profoundly improve your emotional well-being and overall functioning.

In brain-dominance terminology, cognitive therapy is purely left-sided, since it relies on rational, analytical methods. But self-sabotaging self-talk can be attached and corrected from a right-brain perspective as well. Personal Mythology theory provides a symbolic avenue for changing self-talk by focusing on the stories you tell yourself about your place in the world; indeed, about the purpose of life itself.

Contrary to what its name implies, personal mythology does not mean false beliefs. It refers to the sum total of your self-talk statements and how they are integrated into full-blown belief systems. The stories that embody these beliefs — stories derived from larger cultural myths — strongly affect how you interpret what happens to you, and therefore how you choose to feel and behave.

Understanding your personal mythology can help you discover how outmoded myths block your personal growth. You learn to revise these myths with new guiding beliefs about who you are, new myths that serve to help you grow toward the goals you seek.

Sam Keen, who writes and conducts seminars on personal mythology (see *Psychology Today*, December 1988, "The Stories We Live By"), tells us that families create their own myths and rituals just as cultures do. Each member's place within the family is defined by the stories. But as Keen points out, the legacy and burden of family myths are not inevitable. Responsibility for them rests on each individual. Unless we become conscious of our personal myths, we risk being dominated by them. We need to reinvent and revise familial stories to fit our changing lives.

—H.B.B.



But don't confuse positive self-talk with mindless positive thinking, happy affirmations or, even worse, self-delusion. For example, if I were to tell myself that I'm no good at artistic endeavors, my self-talk would be negative but not flawed. The truth is, I have difficulty drawing a straight line. On the other hand, if I say I can't do anything right, that would be flawed, overgeneralized thinking. What you want is accurate, logical self-talk.

There are times, though, when you start hearing a chorus of negative messages from your inner voice. Then it's time to correct them by using some of the techniques of cognitive therapy I'll describe. The key is to recognize the logical flaws and self-sabotaging messages and replace the errors with more rational and appropriate thinking. In high-tech terms, it helps you uncover the bugs in your mental computer (see "10 Cognitive Traps") and reprogram your mind with better software.

Take the case of a 39-year-old mother who has persistent feelings of depression. Her inner voice tells her: "I'm lost. I feel like such a failure. I know I should be more patient with my kids, but they're such losers. I've given up even talking to them. It's just not fair. My friends' kids are perfect but mine are a mess and so is my life." These ruminations are a garbage bag of negatively loaded words and labels ("failure," "losers"); errors in the way she processes information ("My friends' kids are perfect"); faulty assumptions ("It's not fair"—neither, of course, is life), and guilt-inducing expectations ("I should . . .").

This mother needs to identify these errors and distortions and develop a more accurate internal dialogue ("I know I'm not a perfect mother, but nobody is perfect. I do the best I can with my kids, and they're not perfect either. But, if I work on being more patient and communicating better, maybe the problems we've been having can be worked out"). The revised self-talk improves her mood and motivation, diffuses her anger and directs her toward actions that can address some of her difficulties. This can eventually lead to positive changes in her behavior that will improve her relationship with her family.

Self-Talk Trouble: Three Tip-Offs

Negative self-talk can trip you up any time, but these three common situations are particularly good times to monitor your inner voice for negative thoughts.

When what is happening to you doesn't jibe with what you expect or predict, flawed self-talk may be the cause. Think of a newly divorced woman who goes to a party expecting men to approach her, with no effort on her part to attract them. When it doesn't happen, she feels confused, insecure and depressed. If she'd examined her self-talk before the party, she might have realized she was operating on an outmoded idea, "nice women don't start conversations with strangers, so I should wait for people to come to me."

It might have been more helpful had her self-talk been more along the lines of "I'm an intelligent, attractive woman. I have plenty of interesting things to talk about. I'll look for chances to start conversations with the people I meet."

The next sign that it's time to check on your self-talk is when

you sense in yourself a pattern of negative behavior toward others. For example, a man suspects that he's falling into pattern of ignoring orders from his superiors at work, or conveniently "forgetting" meetings he should attend. Listening close to what he tells himself about his bosses and his work might forestall career stagnation or a firing.

Does he fear his bosses, dislike them, envy them—or is he unsure of his own skills? Whatever he hears, it's time to come up with a more realistic evaluation of what's happening. He needs

10 Cognitive Traps

1. ALL-OR-NOTHING THINKING: You see things in black-or-white categories. If a situation is anything less than perfect, you see it as a total failure.

2. OVERGENERALIZATION: You see a single event as a never-ending pattern of defeat by using the word *always* or *never* when you think about it.

3. MENTAL FILTER: You pick out a single negative detail and dwell on it exclusively. One word of criticism erases all the praise you've received.

4. DISCOUNTING THE POSITIVE: You reject positive experiences by insisting they "don't count." If you do good job, you tell yourself that anyone could have done as well.

5. JUMPING TO CONCLUSIONS: You interpret things negatively when there are no facts to support your conclusion. Two common variations are *mind-reading* (you arbitrarily conclude that someone is reacting negatively to you) and *fortune-telling* (you assume and predict that things will turn out badly).

6. MAGNIFICATION: You exaggerate the importance of your problems and shortcomings, or you minimize your desirable qualities. This is also called the "binocular trick."

7. EMOTIONAL REASONING: You assume that your negative emotions reflect the way things really are: *feel guilty. I must be a rotten person.*

8. "SHOULD" STATEMENTS: You tell yourself that things should be the way you hoped or expected them to be. Many people try to motivate themselves with *shoulds* and *shouldn'ts*, as if they had to be punished before they could be expected to do anything.

9. LABELING: This is an extreme form of all-or-nothing thinking. Instead of saying "I made a mistake," you attach a negative label to yourself: "I'm a loser."

10. PERSONALIZATION AND BLAME: You hold yourself personally responsible for events that aren't entirely under your control.



consider his own strengths and figure out the best ways to use them to deal with what's really bothering him at work and is causing him to avoid dealing with his superiors.

A third signal that it's time to pay attention to self-talk is a stressful life event or a personal transition of some kind. Because crises often mark turning points, old ways of looking at the world can become obsolete under the new conditions that are changing your life.

Take a woman who has been a company's token woman executive. She's come to expect not to be listened to or taken seriously by her superiors. If she then moves to an organization that respects women's abilities and expects them to perform well, she may find that her views about dealing with management need to change — and with them the way she presents herself to others on the job.

Capturing Your Self-Talk

How do you tune into your self-talk to analyze and correct it? Some people seem inherently more aware of their inner conversations than others and have little difficulty mentally "turning up the volume." One of my patients is notable in this regard. When she was a child, her abusive parents administered both physical punishment and emotional isolation. Now, as an adult, instead of reporting what she's thinking or feeling the way most people do, the woman self-talks out loud.

In one group session, she answered a question about how she felt after a confrontation with a coworker this way: "Susan [her own name], you don't have to get your feelings hurt over what this guy did. You'll be much worse off if you start to cry now, so just keep yourself together." Susan had apparently learned as a child to rely on her own company and self-talk to comfort her and calm her down. Now accessing it is second nature.

Most people, though, need ways to capture their inner dialogues. There are several techniques that can help. First, at random times throughout the day, ask yourself, "What am I saying to myself right now?" Then, if you can, write down your thoughts along with a few notes about the situation you are in and how you're feeling. Your goal is to refine your self-talk to make it as accurate as possible. Before you begin, it's essential to record your self-talk without any censorship.

You can use uncomfortable emotions or moods — such as stress, depression and anxiety — as cues for listening to self-talk. When this happens, identify the feeling as accurately as possible. Then ask yourself, "What was I saying to myself right before I started feeling this way?" or, "What have I been saying to myself since I've been feeling this way?"

Situations that you anticipate might be difficult for you are also good times to access your self-talk. Write down a description of the coming event. Then ask yourself, "What I am I saying myself now about the event?" If your thoughts are negative, think how you can use your strengths to turn these disruptive feelings into more positive ones and help make a potentially difficult experience into a success.

It's useful to compare your self-talk predictions (what you thought would or should happen in a given situation) with what actually took place. If the reality conflicts with your predictions — as it often does when your self-talk is in error — pinpoint where your inner dialogue needs adjustments to fit reality.

You're bound to have a purely subjective view of your own thoughts. So it's helpful and often necessary to enlist the help of a sympathetic but objective friend, mate or therapist who is willing to listen, collaborate in the assessment of your experience and help identify the ways your self-talk may be distorted.

Using Your Inner Voice

How you respond to your self-talk makes all the difference. First, remember the positive elements and use them in other situations where your thoughts are negative. For the negative thoughts you've uncovered, first identify how they are wrong. Then argue actively with yourself to correct the errors. Construct challenging arguments to your erroneous assumptions and beliefs ("If I'm such an unlikable person, why do my old friends still call me to get together?").

Next, change your inner dialogue by replacing flawed ways of talking to yourself with better ways. Remember that you're after accuracy and rationality, not self-hype or excessively positive ideas; such mindless optimism is equally distorted.

Flawed self-talk, by its very nature, is often best captured when you are feeling down on yourself or depressed. Unfortunately, since your bad mood has tilted your thinking, this is precisely when you're least able to be truly objective and rational. So it's especially valuable at these dark times to adopt the perspective of someone else you feel confident is on your side. Try to look at yourself the way they would, and use that perspective to come up with accurate self-talk that fits reality and points you in new and positive directions.

Since thoughts are fleeting, writing them down as they occur to you will help the process along. Try a triple-column technique to analyze them for errors and construct rational rebuttals: First, divide a sheet of paper into three columns. Then think back to an event that has elicited negative feelings. In the first column write down your "automatic thoughts" — the samples of uncensored self-talk you've gathered.

Next, with the list of flawed thinking as a guide ("10 Cognitive Traps"), scrutinize your thoughts to see if they mirror any of these errors. Note errors in the second column. Last, write a rebuttal for each flawed thought in the third column.



ASSERTIVE LIVING: ACTION IS WORTH 1,000 WORDS

You Get Treated the Way You Teach People to Treat You

1. Practice reacting as much as possible with behavior instead of words.
2. Refuse to do things that you absolutely hate to do and which you are not necessarily your responsibility.
3. Use assertive sentences, even in places where it may seem silly. Talk back to overbearing people--one step at a time.
4. Stop using words that invite people to victimize you..."I'm not important," etc., are really licenses for people to take advantage.
5. When you encounter people who cheat you badly--quietly and firmly label behavior.
6. Teach others you have the right to reserve time to do things you enjoy. Allow them the same.
7. Say No! Quietly and firmly.
8. Don't let others make you feel guilty. Resist the temptation to feel bad when someone gives you a hurt look, a plea, a gift (bribe), or an angry response.
9. Resist the impulse to apologize constantly. Change, "I'm sorry I hurt your feelings," to "I hurt your feelings and it wasn't my intention." "I meant to..."
10. Take the time to think through the responses that you want to make each situation. It is not necessary to hurry. Don't allow yourself to be buffaloed.

BASIC HUMAN RIGHTS/BELIEF SYSTEM

I Have A Right To:

- be treated as a capable person
- have my opinions accorded the same respect as other's opinions
- have opinions that are different
- make mistakes (and be given credit for learning from them)
- take the time I need to respond to someone
- tell others how their behavior affects me
- have feelings about things
- express my feelings to others
- change my mind
- say "I don't know", "I don't understand", "I don't care"
- be the ultimate judge of my own behavior, of myself

With these rights come the responsibility to enact them with respect for others.

We'll be dealing with 3 categories of behavior--Assertiveness is one of them.

All 3 kinds of behaviors are aimed at getting what we want.

1. **Non-assertive behavior:** Unfair to yourself and dishonest, you take care of everyone else first. You have fewer rights than others; you can't afford to really be yourself because the cost is too great...In summary, your behavior shows no self-respect and ultimately a lack of respect for the strengths and adulthood of others.
2. **Aggressive behavior:** Unfair to others, you get what you want no matter what the cost. You deny the rights of others. Others don't deserve to have what they want as much as you deserve what you want. Frequently dishonest, particularly through sarcasm and the underlying message (passive-aggressive), you may punish others or criticize them for exercising their rights with you.
3. **Assertive behavior:** Fairness and honesty for all concerned is the hallmark when you stand up for your own rights without denying the rights of others. Experience quality instead of the "one up" or "one down" pattern of relating when you can be direct and honest and also be tactful and appropriate. Assertiveness is a two way street called respect. It is important to realize that you may not get what you want because others have rights too, but you have the satisfaction of making a statement about where you truly stand without belittling someone or attacking another's dignity.

It feels good to be that kind of person and it feels good to the other person to be seen and treated as an equal, as an adult--hence, self-esteem, good communication, good vibes. It may not be everything you had in mind, but it's a whole lot more than you're likely to get with non-assertive or aggressive behavior.

When helping Hurts

BY CARMEN RENEE BERRY

Anyone can fall into the Messiah Trap. Men as well as women, rich as well as poor, strong as well as weak have fallen prey to the trap of pushing aside their own needs for someone else's.

While all Messiahs to some extent believe in the myths of the Messiah Trap, each lives them out in different ways. There are many kinds of Messiahs. But there are at least seven different styles of Messiahs: the Pleaser, the Rescuer, the Giver, the Counselor, the Protector, the Teacher and the Crusader. A Messiah can display one, several or all seven of these characteristics.

The Pleaser

As Elizabeth described her work week, the energy seemed to drain out of her—her shoulders slumped, and a darkness spread across her face. "There's always more to do than there is time. Look at this!" Elizabeth gasped in desperation as she spread open her multisectioned day planner on her lap to show the week's calendar. "I have every fifteen-minute slot filled for the entire week! There is just no way I'll be able to do all the things I've agreed to do. But I hate letting these people down. It just kills me."

Pleasers like Elizabeth try to make other people happy. Pleasers tend to be very conscientious and caring people. It is common for them to go out of their way to make others feel comfortable and they may put a great deal of energy into doing "little things" for other people.

Desiring to be sensitive and responsive

to the needs of others is a valuable quality without which our relationships would become battlefields rather than places of nurturance. The Messiah Pleaser, however, is someone who translates a desire to please into a responsibility for other people's happiness. When others are displeased Pleasers usually experience guilt and failure.

All Pleasers have difficulty expressing unpopular or potentially displeasing personal feelings to someone else. Pleasers will swallow anger, hide fatigue or disguise depression rather than let someone down. They endure migraine headaches rather than express rage, suffer from repeated bouts with viruses, rather than take time off. They develop ulcers rather than delegate responsibilities.

Like Elizabeth, Pleasers begin with a desire to please but soon become addicted to pleasing by attempting the impossible—taking responsibility for other people's happiness.

They say yes when they want to say no and end up with too many duties and far too much pain.

The Rescuer

The way Pleasers attract people with requests, Rescuers attract people in crisis.

Rescuers become overinvested in one or two people who seem to go from crisis to crisis. Rescuers tend to drop everything they are doing to go to the aid of someone in trouble, regardless of the personal hardship it may cause them or others who expect assistance. At times, the Rescuer may be considered unreliable by those who are left behind as he or she runs off on a rescue mission.

Besides sacrificing a reputation for being reliable, Rescuers also sacrifice privacy and the availability to plan ahead. Rescuers are always on call for unexpected crises that may arise and may live in continual dread of the ring of the phone or the knock on the door at any time of day or night.

Rescuers fall into the Messiah Trap when

Being too much of a good Samaritan can lead you into a state of self-denial that hurts you and those you're trying to help

they see themselves as the only ones who can help, and when a "crisis" means all other needs are ignored. When assisting someone in crisis ceases to be an occasional activity, triggered by life's inevitable tragedies, Rescuers turn rescuing into a lifestyle.

(CONTINUED ON NEXT PAGE)

The Giver

"It's so hard trying to raise three children alone. There always seem to be twice as many bills and half as much money as I need," said Alicia, as she reached for a tissue and dabbed her large brown eyes. "It really hurts me when my kids ask for things that their friends have, and I don't have the money."

Her face brightened in frustration. And besides the kids there are so many other responsibilities. My sister, Tanya, keeps showing up at my door at dinnertime expecting to eat. I do want her to feel welcome. We're family, after all. I just don't know how to tell her I can't afford to feed her all the time. And I couldn't ask her for money."

Givers tend to be generous people. One of the Giver's greatest thrills is to watch someone receive a gift, to see joy spread across the face of another. When Givers hear of the deprivation that exists in this world, the response is often one of guilt and a sense of personal responsibility. Many of us have enjoyed so much bounty that to withhold anything for ourselves seems to border on immorality. As in Alicia's situation, Givers fall into the Messiah Trap when the opportunity to give is viewed as an obligation. If a person has no choice but to give, she is no longer giving but is being taken. When a person feels taken, the joy is replaced by resentment. Since Messiah Givers are addicted to giving and therefore unable to place realistic limits on giving, the tendency is to give and give until nothing is left but feelings of guilt and fatigue.

The Counselor

Counselors are empathic people drawn to those who are confused by a problem situation. With the help of the Counselor, old problems are often seen from new perspectives. Having a natural curiosity and talent for understanding the complex human condition, Counselors get people to open up their secrets and their pain. Many crave to be heard, but very few listen. Counselors listen—so people talk.

Counselors find themselves counseling in most, if not all, of their interactions with others—with hairdressers and tailors, secretaries and bosses. Very often Counselors turn dates into counseling sessions and business lunches into group therapy. Turning every social situation into an op-

portunity to counsel. Counselors are often robbed of time for relaxation.

Another problem Counselors face is that of becoming overwhelmed by other people's problems. In one day, through other people's traumas, a Counselor can experience

Escaping the Messiah Trap takes asking for help and declaring your worth

the horror of molestation, the grief of divorce and the despair of depression.

By getting so caught up in the struggles of other people, Counselors may lose sight of their own problems. Once in the Messiah Trap, Counselors make better "travel agents" than "tour guides": It is easy to hand out maps, but Messiah Counselors don't really know the territory because they have yet to explore their own dark regions.

Another dilemma of the Counselor is finding someone to confide in. Counselors are looked up to as people with answers. Consequently, it may be difficult to find a place where the Counselor can be honest about inner struggles. Where does the pastor go to grapple with the affair he is having? In whom does the social worker confide when she loses control and batters her child? Many Counselors do not risk such exposure and hide from life behind the feelings of others.

The Protector

Protectors are caring people who overstep the bounds of the possible by taking on the responsibility of protecting others. One way the Messiah tries to protect others is by keeping secret potentially harmful information.

Another way Protectors overstep their boundaries is by passing on too much information. Protectors may overhear private conversations, pick up bits of news in staff meetings, observe interactions in social gatherings—information that may be helpful to someone else. So the Protector passes it along. This may even mean breaking confidentiality. Thus efforts at protection may be misunderstood and seen as intrusive or dishonest.

Protectors often feel responsible for

making choices for others in their behalf. At times Protectors go to great lengths to protect others. However, the sacrifices of the Protector may be great and the appreciation scarce.

The Teacher

Teachers are unique among Messiahs in that they try to help groups of people. Examples of Messiah Teachers are pastors ministering to needy congregations, group therapists working with substance abusers, and parent educators presenting practical ways to prevent child abuse.

Teachers serve as committee chairpersons, evangelists and preschool teachers. They enjoy the energy of a group and have the desire to share a special message with those in need. Teachers fall into the Messiah Trap when the desire to communicate with others is expanded into an obligation. Teachers, especially those who deeply believe in their message, may experience great difficulty turning down opportunities to speak, teach or perform. As with other Messiah styles, saying no can become almost impossible.

Teachers must spend additional time preparing for presentations or group activities. Only a few Teachers improvise before an audience. Consequently, a great deal of time, in addition to the time spent in the group itself, may be needed for study, rehearsal or writing. As Messiahs have difficulty limiting the number of groups or presentations, the preparation time required for each appearance adds up quickly.

The Crusader

"I'll never forget their faces," James confided, "or the smells or the sounds. Seeing those people suffering on the streets just intensifies my resolve to do everything I can to help. I wish I could take them all home with me."

As a social worker and the director of a community-based agency, James finds that his life revolves around his work. "Sometimes I feel so helpless when I see what's going on out there. Everyone in the program is working long hours. My wife and I seem to practically live at the agency, but still it feels as if there's so much more that needs to be done. I can't rest when I feel how unjust all this is. I've got to keep going no matter what the cost."

Like James, Cru- (CONTINUED ON PAGE 114)

WHEN HELPING HURTS

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saders are people with an acute sense of justice that propels them to action. While the issues selected may vary, Crusaders are invariably passionate about the social ills they have chosen to confront, intent on bringing about change.

Crusaders are susceptible to frustration over the inability to bring about change with the speed desired. This is especially painful when Crusaders watch, and suffer, as others suffer. Crusaders are devoted, whether the commitment be to halting the nuclear-arms race, tending to the mentally ill sleeping on our streets or providing housing for teenage prostitutes. In the midst of the fiery struggle, Crusaders

are susceptible to feeling grief over battles lost and guilt for battles unattempted. Although beginning with a desire to empower the powerless, Crusaders often come face to face with a sense of powerlessness instead.

What Kind of Messiah Are You?

Have you caught a glimpse of yourself in the lives of these seven Messiahs?

While the styles may differ in some ways, all seven Messiah types are helpaholics, susceptible to becoming overextended and overinvested in the lives of others. They lack the ability to set realistic limits on time, energy or resources. Instead Messiahs tend to feel driven to be all things to all people and to meet everyone's needs.

Do you get caught up in pleasing, rescuing, giving, counseling, protecting, reaching and crusading? If so, you may be one of the many caring people who have fallen prey to believing that you must make a lifestyle of caring for others in such a way that leaves you distraught, deprived and alone. You may be running so fast to meet deadlines—answering phone calls, squeezing in one more client and feeling everyone else's pain—that you don't stop long enough to feel your own pain.

Escaping the Messiah Trap

The first step in letting go of the Messiah

Trap is admitting you are caught in its powerful hold. Being addicted to helping is common, yet it is one of those problems seldom discussed. If you were addicted to drugs or alcohol, you'd have groups such as Alcoholics Anonymous and substance-abuse treatment programs to help you. If you were addicted to food or gambling or even sex, there would be people sharing your problem, to accept you and help you break free. But there are no Messiah Anonymous groups waiting for Messiahs. Why not? Messiahs are too busy pretending they have no problems, too busy focusing on everyone else's addictions, to face their own and to offer genuine help to one another.

The next step in letting go of the Messiah Trap is going for help. Messiahs inevitably try to deal with their own issues by themselves. But be warned: You cannot successfully cope with this addiction all by yourself. Asking for help is one of the most difficult tasks a Messiah can face. Messiahs fear that there are no arms strong enough to hold on to while they cry, no one wise enough to guide them through the murkiness, no heart patient enough to see them through the long and turbulent journey.

Messiahs also feel guilty about almost everything. Although they may deal com-

passionately with the failings of others, Messiahs demand nothing less than perfection from themselves. There is nothing more humiliating for a Messiah than to admit that he or she is, for whatever reason, unable to take care of someone else. If someone is hurt, Messiahs will agonize if unable to protect or rescue them. The feelings Messiahs have then go beyond guilt. The inner jury not only declares the Messiah's actions as bad, but also declares the Messiah a failure as a human being. Feelings of shame push him or her deeper into the Messiah Trap as the fear, exposure, humiliation and rejection become overwhelming.

Why Is Asking for Help So Important?

Since these agonizing and overwhelming feelings of fear, guilt and shame can be triggered so easily, a Messiah often resists becoming vulnerable to another person. It may be tempting to tell yourself you are capable of dealing with your problems by yourself. After all, you have been juggling the lives of everyone else you know—how hard could it be to resolve a little thing like the Messiah Trap? Why is it important, even necessary, that you reach out for help?

The Messiah Trap asserts two core

dictory beliefs: "If I don't do it, it won't get done" and "Everyone else's needs take priority over mine." When you are in the Messiah Trap, you feel set apart from other people. On one hand you are superior and more powerful, while on the other you are unimportant and last in line. Messiahs alternate between feeling better and feeling worse than everyone else. They never look at anyone as an equal.

An integral part of letting go of the Messiah Trap is establishing a common bond with others. You need to be able to say to at least one other human being "I am just like you, no better and no worse." The Messiah must relinquish her hold on an inflated sense of power as well as an exaggerated view of frailty. No longer do you have to wait until everyone else is satisfied. You have waited long enough. It is now your turn.

A second reason to reach out for help is simply because you need it. If you are caught in the Messiah Trap, you are struggling with an addiction. By letting go of the Messiah Trap, you also let go of your way of viewing the world and yourself in it. This is no simple task. You may find yourself scrutinizing much of what you once trusted was true: your identity, the way you conduct your relationships, your

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WHEN HELPING HURTS

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choice of profession, your spiritual beliefs. You may reexamine your childhood, confronting memories and feelings you have spent your entire life trying to avoid. Feelings may be triggered that are too frightening and confusing to face alone.

The most beneficial situation for letting go of the Messiah Trap is a combination of individual counseling and a peer support group. Both are important and helpful, for different reasons.

Individual counseling is especially valuable at the beginning stages of letting go of the Messiah Trap. Messiahs need to explore private, locked-away places that may not be on the map you received from your family, your friends or your professional training. It is especially helpful to have a trained psychotherapist or spiritual director who can help you.

Support groups are also invaluable. Here you experience a common bond with other people. You will know firsthand what it feels like to be a peer, someone of equal value and power. It is common to feel rather "ordinary" when you listen to others describe how burdened they feel with the cares of the world. Participating in a support group helps the Messiah work through misconceptions about power and worth.

The process of escaping the Messiah Trap requires patience, for it is a journey. You will not arrive one day at a destination or be pronounced cured. The journey may be filled with feelings you never knew you could have, with more pain than you believe you can bear, more confusion than you hope to sort through, and more isolation than you think can be endured. When you let go of the Messiah Trap, however, you will be free for the first time to embrace your freedom, your worth, and the joys of intimacy. ♦

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● HARRIET TUBMAN

Think back on her figure
linked with darkness,
her voice a signal
to tired slaves.

See her now:
marching,
seating her small body
at dime store lunch counters
amid a barrage of taunts & nightsticks.

See her,
praying to church rubble
where pieces of three black girls
lie scattered.

I think of Harriet
when my grandmother
scrubs Mix Lillian's floors,
drowning in suds,
while her own child's fever
burns deep in wet fingers.

Harriet is there,
when bullets and heroin screams
drum my mother's ears
as she counts change
over grocery counters.

Remember her,
this Tubman
ignorant of letters
sleeping under signs
that ask for her death.

—IRMA MCCLAUREN

**HARASSMENT
VI**

Taking Action

A UNION GUIDE TO ENDING
VIOLENCE AGAINST WOMEN

But why should I
read this? I'm not
a woman.

1. Right, but your
mother, sister,
daughter, and
wife are.

2. I think that's kind
of like asking why
you should care
about Medicare

3. Read this, THEN
ask me that.



claire kujawa

Taking action:

A UNION GUIDE TO ENDING VIOLENCE AGAINST WOMEN

A JOINT PUBLICATION

of the

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AND THE WOMEN'S RESEARCH CENTRE

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The Women's Research Centre is a community-based, feminist organization focused on research which makes visible women's experience and facilitates action on women's issues. We have conducted research and produced publications on violence against women, on economic issues such as pay equity, and have published guides for women's groups on action research and evaluation methods. We also assist groups in developing their own projects. A complete list of our publications is available from the Centre at the address below. We are a non-profit, charitable organization funded by government grants and contracts, and by donations. (Tax receipts will be issued on request.)

The B.C. Federation of Labour represents 275,000 organized workers in British Columbia, more than one-third of whom are women. Since the early 1970s, the Federation has had an active women's program and women's committee to analyze the status of women in the economy and to propose contract language, public policy, and legislation that will help women achieve dignity, security, and equality in our society.

We would appreciate receiving feedback from the readers of Taking Action: A Union Guide to Ending Violence Against Women. Please send your comments on the book — how it is useful, how it could be improved or suggestions for further work in the area to:

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or

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PREFACE

In the spring of 1991, the B.C. Federation of Labour held its annual women's conference on the issue of violence against women. Every woman there had her own story. Every woman had experienced, witnessed or been touched by violence, harassment or abuse. Delegates to the conference were surprised and chilled by the extent to which violence and the fear of violence underlie women's daily lives. And they were determined to find ways to break the cycle. This handbook is one of the results.

As we began writing and researching we found that at labour conventions and conferences across the country over the past months, trade unionists have been openly discussing violence against women, trying to understand the dynamics behind it.

Unions joined the lobby to have December 6th declared a day of action in memory of the women, 13 students and one worker, gunned down in Montreal in 1989. December 6th is now an annual national focus for discussion and action on violence against women.

Unions have also been holding workshops, writing pamphlets, making videos, and starting the process of education and public lobbying to reduce violence in the workplace, the family and the community. The pervasiveness of violence against women makes a mockery of more than a century of struggle by the labour movement to secure social and economic equality and dignity for working people.

Ending violence against women, and changing the culture of inequality that sets women up as targets for violence, must be part of our ongoing work to achieve equality. Trade unionists who have pushed for pay equity or affirmative action know that working for equality isn't easy. Working to end violence against women, wife assault, rape, child abuse and sexual harassment also won't be easy. These issues challenge us to examine our values, our comfortable assumptions, and our personal relationships. Expect resistance and even backlash from some co-workers, both men and women, who are uneasy about the changes to the status quo and are uncomfortable examining the issues.

Working to end violence against women isn't about blame. It's about change. It's about taking responsibility,

"It's not enough to get up to the microphones on the Convention floor and condemn sexual harassment or wife abuse. Men have to start taking responsibility for their own behaviour and for the behaviour of other men around them. Women in the labour movement and in the community are demanding a dramatic social change - and it means a change in us. We did change social attitudes when the labour movement pushed for medicare and pensions - we redefined people's basic rights. Now we can ensure that women can claim their fundamental rights - equality and security."

Kenneth V. Georgetti,
President, B.C. Federation of Labour

personally and collectively, for securing dramatic changes in our society. That change won't occur without action by men as well as women.

Our culture has been slow to acknowledge the pervasiveness of violence and the far-reaching personal and societal effects of abuse of children, and women. Women who are abused, harassed, and assaulted are our friends, relatives, neighbours and co-workers. Every step that we take to end violence helps them, and all women in our society. We've also been slow to recognize the strength of individuals who have experienced violence. Women struggle and resist the long-term effects of violence. With courage women survive.

This book is about taking action. It contains information about the issues, examples of work that unions have already begun, and recommendations for some simple actions that can be taken by locals, by Labour Councils, by provincial or national union bodies. Some resources are listed, but if you're looking for more, your own union and your own community are places to start. The women's centre in your area is a good source of information on services available, and can be an important ally in securing more complete services for your community.

After reading this book, take action. Find other men and women interested in these issues, and begin to educate, build support and work for change.

"There is nothing that makes women feel more powerless than violence against women. It makes us feel frightened. Alone. Powerless. The only way that changes is by talking about it, and organizing against it together. And to speak its name, whether it's in the workplace, on the campus or in society. To understand that it is not an individual problem. It's everyone's problem. Whether it's a sexist prank at a university, sexist posters on the wall of a plant, whistles on the street, intimidation in a relationship, date rape, wife battering, murder or a massacre. It all comes from the same source: men, trying to exercise their power over women."

Judy Rebick,
National Action Committee on the
Status of Women
CLC Women's Conference, 1990

BEST COPY AVAILABLE

A Culture of Violence and Inequality



"We know that attitudes about gender, power and violence are formed long before people reach adulthood.

***Thumbs Down** is a classroom resource kit to help change attitudes. We sent it to 19,000 elementary and secondary schools across Canada. The primary level materials develop the theme that people aren't for hitting...by the senior level, the students investigate date rape and other violence against women. The background materials for teachers emphasize the impact of violence on children who witness their mothers being abused."*

Heather Jane Robertson
Canadian Teacher's Federation

Each year one in eight Canadian women is battered by the man with whom she lives. One in four Canadian women is sexually assaulted during her lifetime, half before they are seventeen years old. The majority of women in our society have been harassed on the job or in public. Two in five girls are sexually abused.

Violence against women is too widespread to be dismissed as the isolated actions of a few dysfunctional or anti-social men. Violence against women is a social and political problem. Though individual factors such as alcohol abuse, stress, low self-esteem, and difficulty expressing anger may contribute to one man's use of violence in a particular situation, violence can never be justified. And these factors do not explain why there is so much violence and why it is directed at women.

To answer this question, we need to face the fact that North American culture is one of inequality and violence. Women lack social and economic power, and harmful sexual and racial stereotypes consistently devalue women's role, women's work and women's worth.

While men may face discrimination because of their race, class or sexual orientation, they do not face discrimination because they are men. Being male is a source of privilege in our culture.

ECONOMICS

The evidence of women's social and economic inequality is everywhere. Women are confined to a narrow range of jobs, most of which are poorly paid. Women are still excluded from many professions and are under-represented in managerial and executive jobs in the public and private sectors. Women continue to have little representation in

the courts, legislatures, and other occupations that shape and direct our society. As a result, women's voices, perspectives, and values are largely absent in most areas of public life.

Women's occupational segregation is reflected in profound wage inequalities that are largely gender based. Male dominated occupations are well paid, "women's work" is not. Despite a century of activism by women's groups and unions, women still earn only 60 percent of what men earn.

A lifetime of low wages means a lifetime of poverty for Canadian women. Whether in or out of the paid work force, women struggle to support themselves and their families. Sixty percent of families headed by women are poor, and 50% of the elderly are poor women.

The position of Canadian women is not unique. The World Health Organization estimates that women perform two-thirds of the world's work, but own only 1/100th of the world's wealth, and earn 1/10th of the world's income.

The sexual division of labour at home means that women continue to assume the primary responsibility for cooking, cleaning, and maintaining households. They also do most of the work in raising the children. And they do this work in addition to working full-time, or working at a series of part-time jobs.

DISCRIMINATION

Discrimination operates in many ways. It is embedded in the policies and practices of our culture's systems and institutions. As a result, women of colour, First Nations women, lesbians of all races and women with disabilities are excluded and marginalized. Their voices are ignored and their perspectives are invisible in mainstream culture.

People are often discriminated against because they are different. The powerful in our society are the norm to which everyone else is compared. Those who are different are stereotyped, devalued and excluded. Misinformation and myths about others teach us to fear and hate difference in ourselves and in others. Myths and stereotypes about others foster prejudice and promote individual discrimination.

Discrimination, poverty, and family and household responsibilities exclude women from, or put them on the margins of, most social, political, and economic organizations.

VIOLENCE

Violence against women has existed for centuries, approved by church, custom, and law. In English common law, the "rule of thumb" was established in the eighteenth century



"We had a workshop for labour staff and activists instructing at our residential school to see if we could find ways to constructively challenge racism and sexism in the classroom and in the school environment. We used scenarios based on real incidents - you know, the instructor's nightmare - someone makes a sexist comment in the midst of a discussion, and you're trying to figure out what to say.

From the workshop we also developed a one-hour session on ending sexual harassment that all the facilitators use with their classes on the first day of school. Whether you're instructing arbitration or health and safety - it's something for the class to work through together.

We're trying to create a comfortable learning environment for men and women, make it easier to complain about incidents that are disturbing, and give activists some ideas about dealing with sexual harassment back in their workplaces and locals."

Brenda Makeechak
Canadian Labour Congress,
Pacific Region

"Resolutions came to our last national convention to set up a committee on homophobia and gay and lesbian issues. The vote was nearly unanimous and now we have the Pink Triangle Committee. It's to bring a policy statement on homophobia to the 1993 National Convention, and develop educational materials, and make recommendations on bargaining objectives, coalition-building and ways to involve lesbian and gay workers in the union."

Cynthia Wishart
CUPE National

"About eight years ago we looked at the Federation Executive and realized that there were too few women there — that the executive didn't really reflect the membership. So we changed the balloting rules so that when you were voting you had to vote for four women during the Officer elections, and for nine more women during the Council elections. Some people still think of this as special treatment for women — I think of it as special treatment for the labour movement. After all, if you don't integrate women into the decision-making levels of an organization like the Federation, you can't effectively represent the membership."

Angela Schira, Secretary-Treasurer
B.C. Federation of Labour

and maintained into the 20th century. This rule held that a man could beat his wife provided the stick was no wider than his thumb. A man killing his wife, particularly if she was having a relationship outside the marriage, was generally excused as a "regrettable but understandable consequence of male passion."

As late as 1982, members of the House of Commons snorted with derisive laughter when Member of Parliament Margaret Mitchell rose to speak about wife battering.

While it's less acceptable to laugh now, the public is still unwilling to honestly name and confront the dimensions of violence against women in our culture. In the summer of 1991, some members of a federal legislative committee refused to endorse a report on violence against women because the title, "The War Against Women," used language too strong for their sensibilities.

Our culture approves of using violence to resolve conflicts and to advance our political and economic interests on national and international levels.

The media glorify war and honor those who die and kill others. Women and children are always the forgotten victims of war. The human pain and suffering caused by war is dismissed.

The economies of all western nations, including Canada, is militarized. Around the world, military spending takes precedence over human needs. The world spends \$20 billion each week on munitions and military. The same amount of money would provide adequate food, clean water, basic health care, and primary education to every adult and child on earth.

In Canada, \$500 million was spent on the Gulf War, with little public debate. But it took weeks of public campaigning by women from Newfoundland to British Columbia to prevent the federal government from cutting the \$1.6 million that supports women's centres.

Television, in particular, has transformed violence into public entertainment. It is "part of the game" in professional sports. Films and television celebrate violent male heroes and conflict, and women continue to be portrayed as the vulnerable victims of rapists and murderers.

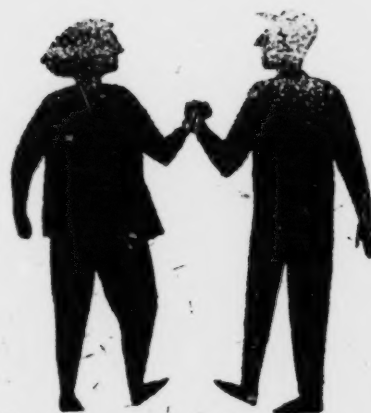
In pornography, sex and violence are linked. Pornography is a multi-billion dollar industry that hurts women. It promotes violence against women because it tells lies about women's sexuality. It promotes the myth that women want to be dominated, that they enjoy being hurt and degraded. Pornography demeans and degrades all women because it reduces women to sexual objects.

Both women and men come to believe these powerful images reflect the norm in our society. This makes their message difficult to challenge. In the end, these messages act as cultural permission for violence against women.

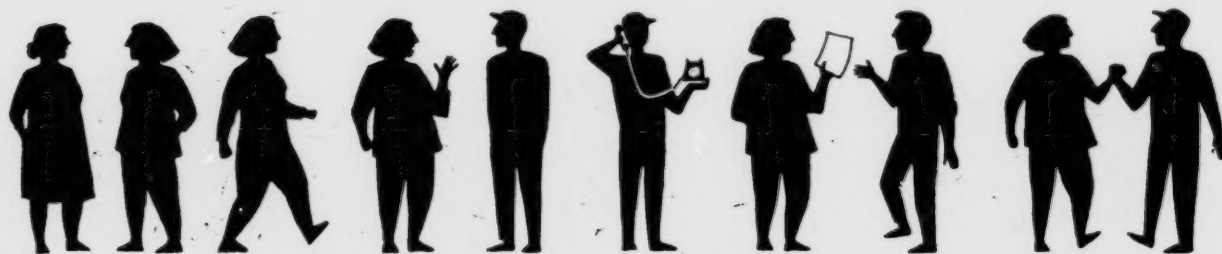
While ending violence against women will require widespread social and political change, we can start with the institutions and processes that we work in - labour structures. Despite many years of discussing women's equality and affirmative action, the leadership of many organizations does not reflect the number of women and workers of colour they represent. Many organizations have not succeeded in integrating women into decision-making positions within the union.

Unions can take steps to ensure that women and women's perspectives are integrated into the mainstream of union life. We can ensure that no systemic or hidden discrimination prevents women — particularly women of colour, lesbians, and women with disabilities — from fully participating in the workplace and the union.

We can take action to change what we see around us. We can use the programs, structures and organizational skills we have to promote the changes needed to end violence against women.



Taking Action



1. Establish a women's committee to develop women members' leadership skills and to integrate women's concerns into union activities. If the union is predominantly female, consider establishing a human rights committee.
2. Use non-sexist language in by-laws, constitutions, and contracts.
3. Examine the language in contracts and benefit packages to ensure that women are treated equitably, and that no measures discriminate against women.
4. Ensure that your constitution states all members of the union shall be treated with respect and dignity regardless of race, sex, disability, sexual orientation or national origin. Make sure this clause is widely publicized.
5. Hold events and skills training workshops specifically for women in the union.
6. Take special measures to make sure women are represented. For example, earmark positions for women on the executive board, or require that all union committees, such as the bargaining committee, have gender balance.

In unions where there are workers of colour or aboriginal workers not represented in
- decision-making bodies, take special measures to increase participation and to involve these workers, including reserving specific positions for members of these groups as well.
7. Establish a working relationship with women's centres or other women's groups in the community. Invite speakers to union meetings. Many of their goals - child care, pay equity, ending violence, and employment equity - are the same as ours, and we'll achieve them more quickly together.
8. Make it a union priority to win rights for part-time workers, many of whom are women.
9. Provide education for union leadership and staff on recognizing and challenging sexism, racism, and homophobia. Use newsletters to ensure members recognize that winning social and economic equality for women is central to the labour movement.
10. Follow the example of unions like PSAC who have developed workshops (Men and Women Talking) to allow open discussion of concerns, stress, values, and perspectives that cause conflict between men and women in the workplace, within the union, and in society.

CHAPTER 2

Wife Assault

Most couples quarrel. Some may shout insults at each other or throw things. Wife assault is something different. In wife assault, the central issue is power and control. In a battering relationship, the husband uses physical or sexual violence, or psychological abuse to control his wife's behaviour. And wife assault is a crime.

WHAT IS ABUSE?

Each year, one in eight Canadian women is battered by her legal or common-law husband. While some kinds of abuse are more dangerous than others, any form of assault or abuse is serious and needs to be taken seriously. We have to abandon the attitude that it's none of our business. Violence against women in relationships is not a private family matter - it concerns us all.

Abuse can take many forms. Physical abuse can be a shove or slap, a punch or a beating. Many women suffer bruises, black eyes, broken bones or other injuries. Many women



ARE YOU IN AN ABUSIVE RELATIONSHIP?

- Does your partner continually criticize what you wear, what you say, how you act and how you look?
- Does your partner often call you insulting and degrading names?
- Do you feel like you need to ask permission to go out and see your friends and family?
- Do you feel like no matter what you do, everything is always your fault?
- Do you feel like you're always walking on eggshells trying to avoid an argument?
- When you're late getting home, does your partner harass you about where you were and who you were with?
- Is your partner so jealous that you're always being accused of having affairs?
- Has your partner threatened to hurt you or the children if you leave?
- Does your partner force you to have sex whether you want to or not?
- Has your partner threatened to hit you?
- Has your partner ever pushed, shoved or slapped you?

"One of the women at the air cargo office was murdered. She was just 22 years old.

She'd had a bad relationship for a long time. I look back now and think about the conversation we had in her home town when she talked to me about wanting a change, to go somewhere different. I didn't realize at the time why that was. Nobody did.

She left her boyfriend and had been in Vancouver for about two months. She was working in the office on a Saturday night shift and started getting calls from this guy. He'd flown down to the city and called the office repeatedly in the evening trying to talk to her. Next day, she didn't show up for work. People went to her apartment and they found her stabbed to death.

Her co-workers were just devastated. We have an Employee Assistance Program (EAP) so we got the counsellor to come to the workplace and talk with individuals. The shop stewards phoned up the union office and wanted the union to donate some money in her name to a shelter.

The toughest part was that her body was cremated and the ashes shipped via air cargo back to her hometown for burial. Everyone in cargo that day knew what was in the box, knew they were handling her remains. It was just so hard.

Commemorating December 6th, meant something to all of us. The guys cut up lengths of white ribbon to wear. In our workplace, violence against women isn't something you read about, it's happened to someone we know and care about."

Christine Micklewright
Canadian Auto Workers,
Vancouver

are sexually abused—they may be forced to have sex either to avoid being assaulted or after they have been beaten.

Not all abusive relationships are physically or sexually violent. Many women are called names and put down, told they are fat, stupid, ugly or told they are terrible cooks, wives or mothers. Women are often harassed about imaginary affairs. Threats are common - a husband may threaten to hurt himself or his wife and children if she tries to leave him. Immigrant and refugee women speak of their husbands' threats to have them deported and have their children taken away. All these forms of psychological abuse hurt and control women. But often women who are psychologically abused may not identify themselves as battered women.

Abuse can start at any time. It may begin soon after a woman marries or moves in with a man. It may start during pregnancy or after the first child is born, and sometimes abuse begins after years of marriage.

Abuse can happen at any time. It may happen daily, every weekend, or once in a while.

NO EXCUSE FOR VIOLENCE

Many batterers apologize to their wives, promising never to hit them again. Though they may feel remorseful, most batterers do not stop without outside intervention. A husband may tell his wife that the violence is her own fault, that if she was a better wife and mother this wouldn't happen. Others blame work and money stress for their violence. Many blame alcohol, although men who use this excuse hit their wives when they are sober as well as when they have been drinking. Alcohol is an excuse for violence, not the cause.

There are no acceptable excuses for violence. Batterers must take responsibility for their abusive behaviour.

BATTERED WOMEN ARE ISOLATED

Isolation is a common experience for women in abusive relationships. Some men who batter control all the family's money. Even if his wife works outside the home, the husband controls how much she has to spend. Or he may never be available to look after the kids so she can go out. He may phone constantly to keep track of her time. He may be so jealous and possessive it becomes too dangerous for her to go out with friends because when she returns, he beats her, and accuses her of having an affair. Some men belittle their wives in front of family and friends, or otherwise behave so badly that people gradually stop visiting. All this isolates a woman from the support of friends and family, and makes her more vulnerable to her husband's negative criticism.

Many young women are abused in their dating relationships and also find themselves isolated from family and friends. At the start, a boyfriend's jealousy and possessiveness can feel like love - he loves her so much that he wants her all to himself. He becomes angry if she talks to friends or has activities that don't include him. In time she becomes more and more isolated as he controls who she sees and how she acts.

As friends and family, instead of withdrawing because we're uncomfortable, we can offer support by speaking out about what we see. Men especially can take responsibility by confronting other men who they suspect or know are being abusive.

DOUBLE ISOLATION

Many battered women are doubly isolated. Women in rural or isolated communities and First Nations women living on reserves may have nowhere to go. Immigrant and refugee women who don't speak English may not know there are services available to help them or services may not be culturally sensitive to their needs. They may also be reluctant to call the police for help because of bad experiences with the police in their original country. Transition houses may not be accessible to women who are physically disabled.

Women in lesbian relationships are also battered. Homophobia makes it hard for many women to be open about being lesbian, and to tell anyone that they're battered is even more difficult. The fear of not being believed and other people's homophobia increases their isolation.

Young women are often under great pressure to have a boyfriend and for some, having an abusive boyfriend is better than none. Being in a relationship may make a young woman feel like an adult and her boyfriend may be the only person who listens to her or takes her seriously. She may not realize that what is happening to her is abuse. Or she may feel there is no one she can trust to tell what is happening to her. Often times young women don't know what to do about the abuse or where they can go for help.

HOW WOMEN COPE

Within an abusive relationship, women cope as best they can. Some try not to think about what is happening - to forget it. Others may use alcohol or prescription drugs to numb their feelings of fear and pain. Many battered women say their bruises heal, but the psychological pain lasts a long, long time. When women are repeatedly criticized, put down, and insulted - they lose self-esteem and confidence. Many women describe feeling crazy

"Our Labour Council called on the city to run workplace training on domestic violence for municipal employees. They took us up on it. They're designing workshops for their own employees, and they put up the money for a whole series of workshops for other workers in Toronto. Three hours of instruction, in the workplace and on the employers' time.

The women's centres and unions helped us plan the course - it's called Tools for Action. We hope it will explain the dynamic of violence against women - that you can't blame it on alcohol or the recession. But we really hope it will give people the tools they need to recognize a problem and get help or offer help.

Our goal is 400 workshops that will reach 8,000 workers, men and women, organized and unorganized. We want the program to increase awareness and help workers help each other."

Sharon Clarke
Labour Community Services
of Toronto

because no matter what they do they are blamed for what happens to them. After a woman leaves an abusive relationship, she may blame herself for getting involved in the first place. Many women fear that it will happen again. Women feel fear and anger towards their husbands, but many women also feel sorry for them.



"I was in the hospital for minor surgery and some of the psychiatric nurses approached me about how they wanted to set up a transition house.

It embarrasses me to say it now, but I was skeptical about how much need there was. I mean wife assault, in our community?

They figured because I was a trade unionist I'd know about organizing things. So while I recuperated, I helped them develop a plan of action and a strategy for fundraising and getting community support. It was just putting union skills to work in the community - they did all the rest.

I made sure the Local knew about their efforts, and the Local donated \$1,000 to the start-up costs. Of course, the house was filled to capacity immediately, and the Local is still helping out financially when we can."

United Steelworkers of America
Trail, B.C.

HOW WOMEN TRY TO STOP THE ABUSE

Women do not like being battered, nor do they passively accept abuse and assault. In fact, women are continually trying to make it stop. Because most women love their husbands but hate the abuse, they try to get their husbands to seek help for their drinking or anger problems, or to go for marriage counselling. Usually their husbands refuse or go for a few sessions and then drop out.

Some women try to change how they act, try to anticipate their husband's expectations and needs, try to read his moods and avoid saying or doing anything to upset him. However, her attempts to stop the abuse do not work as her behaviour is only his excuse for the abuse, not the cause.

WHY IT'S HARD FOR WOMEN TO LEAVE

Battered women usually feel ambivalent about ending their relationships. For most women, the relationship has not been all bad. Also, women in our culture are taught to take responsibility for the well-being of the family and relationships, so battered women often feel that if they try harder or stay longer they can change their husband's behaviour. By leaving, they feel as if they have failed. Most battered women leave and return a few times before they are ready to make the final break.

Economic dependence and the threat of poverty also keep many women in abusive relationships. Women with children who decide to leave their relationship face the same difficulties most single mothers face: a lack of adequate child care, affordable housing, and adequate income. If a woman needs to rely on social assistance, she and her family will live in poverty.

Young women abused by their boyfriends may not live with them or be economically dependent on them. So why do they stay in the relationship? Sometimes they stay because they feel sorry for their boyfriend if he's had an unhappy childhood or a troubled past. Often they feel they can help him or change him. Some young women come to believe it when their boyfriends tell them the abuse is their own fault and that they deserve it.

Many women try to leave. Some go to friends or family who are either supportive or who encourage her to go back and try again. Other women go to a transition house.

A transition house provides a woman and her children with a safe place to stay and support from workers and other women in similar situations. There she is no longer isolated and alone. At a transition house there is practical information and time to think. If a woman leaves a transition house to go back to her relationship, she leaves with new information about her situation and with the knowledge that there is support for her whenever she needs it again.

When women leave their husbands, they are often followed and forced or persuaded to return home. Many go back because they believe their husband's promises to change or to seek help. Some women return for their children's sake, believing the children need their father. Immigrant women may be ostracized by their immediate community and extended family if they do not return to their husbands.

Sometimes when a woman leaves, the abuse doesn't stop. Batterers often use visits with their children or custody fights to try to maintain control over their wives. Often in battering relationships, the most dangerous time for a woman is when she leaves.

THE WORKPLACE — HELPFUL RESPONSES

For one battered woman, work may be a safe place where she feels worthwhile and competent and where she can socialize with co-workers. It may be the only place she can be herself and not feel afraid.

Another woman may be tense or anxious at work. She may receive harassing calls from her partner and live in fear of losing her job because of his behaviour or her absences. She may not tell anyone what is happening because she's afraid they will judge her.

If a friend or co-worker tells you she is being battered, you may be surprised. She may never have told anyone because she was afraid no one would believe her. If her husband is well-liked and respected, it may be difficult for her friends and family to believe that this charming man also batters his wife.

You may know about or suspect battering long before a woman says anything, but not know how to approach her. It's important to take your cues from the woman herself. Telling her that you are concerned about her and would like to offer your support is often the best approach.

We can make our workplaces safe for women to talk about what is happening to them by offering friendship, support, and information about community resources. And we can use our concern and anger to support and work with other groups to stop wife assault.



"The scallop fishermen are a pretty rough bunch. I guess people were puzzled we'd take up an issue like this, but it wasn't a miracle. As a union we've been pushing how you have to assist organizations outside the union.

First of all, you can't just get all the fishermen together that easy, because they're out on the boats. So we meet once a year, when the fleet goes down in December. So at the meeting in Riverport, someone raised the issue of why not make a contribution to the local transition house. What with December 6th and all, the boys approved it, simple as that. They passed a motion to take the money out of the local dues and we sent it off to the transition house."

Canadian Auto Workers
Riverport, Nova Scotia

WHAT YOU CAN DO
TO SUPPORT A CO-WORKER WHO IS BEING ABUSED



- Believe her.
- Encourage, but don't pressure her to talk about the abuse.
- Listen to her. Support her feelings without judging her.
- Let her know that she is not alone. Wife assault happens to many women.
- Reassure her that the abuse is not her fault. She is not to blame.
- Give her clear messages that:
 - She can't change her partner's behaviour.
 - Apologies and promises will not end the violence.
 - Violence is never justifiable.
- Her physical safety is the first priority: discuss her options and help her make plans for her and her children's safety.
- Respect her need for confidentiality.
- Give her the time she needs to make her own decisions.
- If she is not ready to make major changes in her life, do not take away your support. Your support may be what will make it possible for her to act at a later date.
- Give her a list of key community resources that support and work with assaulted women.
- Battered women need our support and encouragement. Some forms of advice can be harmful or dangerous.

Don't tell her what to do, when to leave, or not to leave.

Don't tell her to go back and try a little harder.

Don't rescue her by trying to make her decisions for her.

Don't offer to try and talk to her partner to straighten things out.

Don't tell her she should stay because of the children.

Source: Vis-A-Vis Newsletter, Spring 1991, Family Violence Program —
CCSD & Battered Women's Support Services pamphlet.

Taking Action



1. Make abuse an issue. Invite speakers, run films, and have lunch hour workshops or educational at a general meeting. Create an environment in your local in which honest, open discussion about abuse is possible.
2. Make links with the local transition house, helpline or women's centre working in the community.
3. Negotiate employer-paid legal assistance for use by abused women.
4. Adopt a family education program so that union members and spouses can discuss relationships and family stress.
5. Change the focus and expectations in steward training so that stewards learn more about where they can refer members for help.
6. Establish a union counsellor program in your local so you have individuals with counselling skills who are knowledgeable about local services for abused women and abusers. Check with women's centres or groups in your community to find programs that are actually helpful for women.
7. Address the confidence level of women by running assertiveness training workshops to help women claim their rights.
8. Run articles in union newsletters on the issue of abuse and the work of community-based organizations.
9. Introduce materials into the workplace from the local helplines and transition houses - some women may need this information.
10. Begin actively supporting your local women's centre or transition house. If there isn't one, use union organizational skills to get one started.
11. Lobby the provincial government for increased funding for transition houses and shelters.

CHAPTER 3

Violence in the Workplace

"Not long ago, a dietary worker in a long-term care facility was serving the dinner trays when she was stabbed with a fork by a confused Alzheimer's patient. One problem is that our members aren't told anything about the patients. Everyone who has any exposure to patients with a history or likelihood of violence should know who they're dealing with and what to expect.

Now a lot of the facilities are putting emergency response teams in place and they're asking the maintenance men, the steam engineers to volunteer. A lot of our members are opposed to this. The volunteers get minimal training and then they're expected to come running when needed to help subdue a violent patient.

These Code White Teams, [as] they're called, aren't necessarily a bad idea, but they're no substitute for increased staffing levels - that's what's behind the high number of incidents. There's no training that can make up for having too few people on the ward."

Geoff Meggs,
Hospital Employees' Union
British Columbia

"In June two nurses were assaulted in the psychiatric ward of a large Lower Mainland hospital by a patient so violent that the local police had to be called. One of the nurses was kicked and punched in the face and required emergency treatment; the other, who ducked out of the way of a thrown chair, suffered back injuries when pinned against the wall. A week later at the same hospital, a nurse was attacked on the surgical floor by an intoxicated patient. Several weeks earlier, a nurse had been accosted in the hospital's parking lot by a man with a gun. The hospital is still requesting funding for 24 hour security."

B.C. Nurses Union

Not an unusual month at this health care facility, or at any other across the country. In 1990, the Newfoundland and Labrador Nurses' Union found 37 percent of nurses in their organization had been physically abused at work, 71 percent of those said they'd been abused in the past year. A 1991 survey by the Canadian Union of Public Employees in Nova Scotia showed a majority of its members working in the province's 19 special care homes had been abused on the job.

Kicks, bites, slaps, punches, gouges, beatings, even rape and murder are on-the-job realities for many women working in hospitals, psychiatric and long-term care facilities, centres for the developmentally handicapped, group homes, young offender facilities and prisons, and private homes across the country.

Women who work in any of these facilities — nursing aides, social workers, cleaners, kitchen staff, and laundry workers — are at risk and report increasing incidents of physical abuse from residents, clients, patients, patients' relatives, and the general public.

Health care workers in a special extended care unit in British Columbia recorded 2,778 incidents of punching,

slapping, pinching, kicking, tripping, biting, head-butting, and hair-pulling during a 100-day period.

Women providing services to the general public are also reporting increased levels of physical abuse. Women in welfare and unemployment insurance offices, workers' compensation branches, motor vehicle branches, airport ticket desks, waitresses and barstaff are all at risk.

Workers who enforce unpopular rules or the unpopular policies of a hated government, who must relay disappointing or frustrating information, or who must deal with frightened or grieving families, find themselves on the receiving end of abuse.

BLAMING WORKERS

Many workers are prepared to explain away abuse by pointing to de-institutionalization of psychiatric patients, aging populations, and increasing levels of stress in society, but many unions maintain that women in service delivery are being attacked simply because they are women. Their risk of attack is increased by management attitudes that violence goes with the job.

Service workers, caregivers, and other front line staff maintain that too often management dismisses incidents. Or they blame the worker. The attitude of doctors and supervisors often is that if a worker is injured, it's a result of their own negligence. Many times, the first question asked is "what did you do to provoke it"?

For social workers, nurses, and other caregivers who view themselves as professionals, this kind of blame is hard to escape. Supervisors and even colleagues suggest "if you were acting professionally this wouldn't have happened." The individual, like a woman who is battered, blames herself for not being able to cope with the situation.

Even more disturbing is the reality that managers, supervisors, and other workers in positions of authority, such as doctors, accept no responsibility for preventing or even intervening in a violent attack on a woman worker.

Often individual workers themselves, especially in the health care field, deny their own experiences or dismiss them as inconsequential. When asked about violence in the workplace they say there is none because there are no guns, or no switchblades. They forget or file away the incidents of hair pulling, biting, or punching.

A survey by the B.C. Nurses Union, for example, showed that one-quarter of nurses did not even report incidents. The same is true of other workers.

In many jurisdictions, neither the police nor the courts take the issue seriously. Incidents that on the street would result in criminal charges, are dismissed as "part of the

"This guy came into the welfare office and pulled a gun on the receptionist and on me because he couldn't get reimbursement for a \$36 bus pass. The day before, someone had leaped over the counter into the clerical section, picked up a computer and smashed it on the floor right in front of one of the older workers - all the while glaring at her.

Everyone's trapped during any of these incidents because of the way the clerical section is designed.

The supervisor was not even around during the gun episode. I negotiated with the guy, found a pretext to get away and call the cops, and they dragged him away without anyone being injured. Well I burst into tears as soon as the pressure was off and when I did that, everyone else did too. For the first time I think we actually realized we were fed up with the abuse and threats. We needed time to pull ourselves together so we locked the door and shut down service.

When the supervisor finally showed up, her major concern is the door's locked. We just took control, demanded to see the regional director. People were really angry. Finally. We demanded the counter be raised so you couldn't just jump over it. We demanded the wall be moved so that we weren't trapped out there. We demanded some psychological counselling for the team.

It was the attitude of lower management that astonished me. The incident was barely over when the supervisor was trying to guilt us into going back to work. Before these two incidents, a really violent client had called up drunk and said he was coming down and wanted a fucking cheque. This was a guy the cops already knew, and they'd told us, if

he's causing trouble, report him by name so we can send extra officers.

It was lunchtime and the only staff left to deal with him were two new employees — one with three months' experience, the other with four days. The manager said he couldn't do anything about it, he had a lunch date.

After the gunman we got some action, but what we learned was if you want action, you have to be prepared to demand your rights. You need a strong health and safety committee and sometimes you have to shut the thing down. Once we did it, other offices did it too. When a worker was punched out, they closed the place down to figure out how to make procedures safer."

Darlene Jonas
B.C. Government Employees' Union

"We've developed a new course for the labour school held by the four nursing unions in the Atlantic provinces. We're going to combine assertiveness training with discussions of abuse. How to deal with physical abuse at work, stand up for your rights, set limits. We want people to make the connection...you don't have to take it; it's not part of your job."

Nova Scotia Nurses' Union

job." When individuals lay charges, with union assistance, unions are accused of grandstanding and the individual is ridiculed in the press or the courts.

OTHER RISKS

Judges faced with an individual who is institutionalized for developmental or psychological problems are quick to assume that such treatment means the person is incapable of taking responsibility for their actions.

Racism against women of colour, immigrant women or First Nations women can be an element in the attacks. This is particularly the case in physical abuse of foreign domestic workers who care for children in private homes. They are alone in a new country, far from family and community supports. They are often unprotected by employment standards legislation, anxious about jeopardizing their immigration status, and uncertain about their rights. As well as their race, these factors make them very vulnerable to exploitation and abuse. Sexual harassment, beatings, and rape are reported by these workers across Canada.

In health and social services delivery, government underfunding and cutbacks mean chronic staff shortages that increase worker risk. Outdated building designs contribute further to unsafe working conditions, when individuals must work out of communication range and are virtually alone with clients or patients. Few institutions or offices have modern security or communications equipment that reduce risk.

RESPONSIBILITY

The employer has a responsibility under health and safety legislation in Canadian jurisdictions to provide a safe workplace, and to take both remedial and preventive action.

In many jurisdictions, all workers, including those in psychiatric facilities and correctional facilities, have the right to refuse unsafe work assignments. But to win improvements, women and their unions must assert their right to work in safety. And to assert rights, workers must believe in their entitlement to a secure workplace. Unions must provide opportunities for workers to discuss their experiences and their reactions. We must advise workers of their rights, and demand on their behalf an acknowledgment that violence on the job is unacceptable. Unions must work for changes that reduce the risk of violence in the workplace.

Taking Action



1. Use articles, letters, policy statements, and convention resolutions to make violence against workers an issue in the union.
2. Run educationals, make and show videos, and print brochures that encourage workers to correctly identify and name their experiences. Make certain that members are aware of their legal rights and the union resources available to them.
3. At each workplace, negotiate procedures for dealing with incidents of violence. Clarify the responsibility of management and co-workers. Clarify who will call the police, who will notify the union, who will look after the medical needs of the individual, and what reports will be made and by whom.
4. Arrange meetings between management and union representatives and representatives of the local police force to discuss the workplace situation and the police response.
5. Encourage workers to press charges. Meet with representatives of the provincial Attorney General's office if courts are unsympathetic.
6. Bargain and lobby for increased staff levels and an end to working alone.
7. Secure employer-paid counselling for individuals who may have difficulty returning to work or who suffer emotional and psychological consequences long after an incident of violence.
8. Conduct a safety audit of your workplace, examining work procedures, building design, and scheduling patterns to uncover situations and circumstances that place workers at risk.
9. Negotiate provisions for educationals for hospital personnel so they are aware of their responsibility to intervene when patients are aggressive. Develop and push for an emergency response plan to deal with aggressive clients using either an in-facility team or security.
10. Ensure all personnel coming in contact with patients are trained in security or self-protection. Make sure training reflects the realities of their work and staffing levels.
11. If members are governed by licensing or professional bodies, try to ensure communication with these organizations regarding policies and procedures for dealing with violence in the workplace.
12. Make links with community groups who are working to end violence against women.
13. Make public presentations to council meetings, legislative committees, and use other opportunities to bring the issues faced by workers delivering community services to the attention of the community.
14. Negotiate contracts that oblige the employer to take responsibility, to provide information on patients or clients with a history of abusive behaviour, and to take responsibility for in-service training on dealing with violent patients or clients.
15. Lobby for changes to health and safety legislation and regulations to ensure that all workers have the right to refuse unsafe work, to provide for minimum staffing levels, and to make it the employer's clear responsibility to provide security in the workplace.

CHAPTER 4

Child Abuse

Many of us know a friend, relative, or co-worker who was abused as a child. Some of us have begun to have memories of our own past abuse. Whether abuse is physical, emotional or sexual, all abuse hurts and has consequences for a child's developing sense of self.

PHYSICAL ABUSE

Each year thousands of Canadian children are physically abused and neglected. Some are deliberately denied the basic care they need to survive. Many sustain injuries ranging from bruises, cuts, and burns to broken limbs. Infants are most at risk for fatal injuries from being thrown or shaken. Yet our culture still approves of the use of physical force to punish children. Physical abuse is often disguised as discipline.

Early research into child abuse assumed that because women are primarily responsible for children's care, mothers are more likely to abuse their children. In recent years, studies have shown that children are as likely to be abused by their fathers as their mothers. In families where there is wife assault, the children are more likely to be abused by their fathers.

EMOTIONAL ABUSE

While any child who is physically or sexually abused is also psychologically harmed, many children are specifically emotionally abused. They are constantly put down, rejected, made a scapegoat, belittled, criticized or isolated. Children who see their father batter their mother also suffer negative effects. Even though the abuse is not directed at them, the violence and tension in the home has a serious impact.

Children's behaviour provides clues to their pain and indications of possible abuse. When children suddenly become aggressive, silent, withdrawn, fearful, tense or anxious, they are trying to tell us something is wrong. We need to listen.

CONSEQUENCES

There are many serious and long-lasting consequences for



"[He] ... tried to rape me ... I was getting ready to go to a dance and my uncle came into the house ... He followed me into the bedroom and tried to put his arms around me, tried to kiss me and I got really frightened. He said, 'I know you want it too' ... I can remember him throwing me on the bed and trying to get on top of me. But then he got off as if something made him change his mind ... He told me he'd kill me if I told. I wasn't supposed to tell anybody. And he put his hand around my throat as if to choke me."

Recollecting Our Lives
Women's Research Centre

children who are abused. It hurts to be hit. It hurts to be called names, put down, yelled at, and told you can't do anything right. Children may well grow up believing those messages. A child who has been abused may also grow up believing that it's okay, indeed right, to hit or put down less powerful people. Significantly, little girls often grow up believing those negative messages apply to them, and little boys grow up believing they have a right to abuse others.

SEXUAL ABUSE

Sexual abuse is any sexual activity or behaviour that an older person imposes on a child. Two out of every five girls are sexually abused before they turn sixteen. Boys are sexually abused too, though in fewer numbers. Though there are exceptions, most abusers are male.

The men who sexually abuse children are not weird strangers. They are usually someone the child knows, often a member of her family — an uncle, older brother, grandfather, or her dad or step-father. Recent research suggests that boys are more likely to be abused by someone they know outside of the family.

Child sexual abuse ranges from sexual touching to rape. The abuse may be isolated incidents or it may go on for years. The abuse often begins gradually and progresses over time. Some women recall sexual abuse beginning as early as infancy or can't remember ever not being abused. The abuse may stop as a child gets older, or it may continue until she leaves home. Any act of sexual abuse is harmful and damaging.

A BETRAYAL OF INNOCENCE

Children depend on adults to care for them and meet their needs. They are taught to respect and obey adults' authority. Abusers take advantage of children's dependence and powerlessness. Because children know, trust, and often love the abuser, he may not need to use force, at least in the beginning. Instead, children are often manipulated and deceived by the abuser who disguises the abuse as a game, sex education, affection or punishment.

When the abuse is disguised as affection, the child is told she is special and loved. She may be given extra attention and affection. The abuser manipulates children's need to feel loved and to be special.

When children are lied to and manipulated, they become confused about what is happening to them. This makes it difficult for them to tell anyone they are being abused. They trust the abuser and are easily tricked by his distortions. By disguising the abuse as a game or affection,

"A lot of people think incest is an isolated problem — or something from the Phil Donahue show — not something that has happened to real people they know.

A friend who's an incest survivor came to a point in her life when things started to cave in on her. At work, she became highly emotional, breaking down over nothing, her absenteeism increased — often with her neglecting to give any sort of notice.

She was able to enroll in group counselling sessions through the Employee Assistance Program, which offers individual counselling and group sessions for incest survivors. I was surprised to learn that she was in one of two groups serving ferry workers and transit employees just in our area. The numbers made me realize just how prevalent incest is in our society."

B.C. Ferry & Marine Workers Union

"Parenting courses show you how to avoid getting caught up in a power struggle with your kids and they help you work on building mutual respect and trust using appropriate discipline.

You have to start putting the events of your own childhood in perspective to stop instinctively repeating patterns of behaviour. People swear they'll never do to their own kids what their parents did to them, but then they do the same things, because its the only pattern they have.

Parenting courses break the pattern — and that's really important for adults who come from violent, abusive, or unloving homes."

Barb Griffin, Ontario



the abuser hides the truth of what is happening and protects himself from being found out.

Often children who are sexually abused are told that the activity is a secret and they are not to tell anyone. At first a child may be told not to tell because no one would understand or Mommy would be upset if she found out. Abusers often threaten children so that the abuse will stay a secret. Children are told that no one will believe them. Or they are told that something terrible will happen to them, the abuser or the family.

When children are told by the abuser that the abuse is their fault, they feel guilty. Children come to believe they are abused because they are bad or because they wanted love and affection. Because the abuse is a secret between the child and the abuser, the child ends up feeling some responsibility. The longer the abuse continues without being disclosed, the more guilt and responsibility a child feels.

Despite their guilt and confusion, children do try to tell us what is happening to them but often we do not hear or understand. Sometimes a simple statement like "I don't like Grandpa anymore" is a child's way of telling us she is being abused. Children's ways of telling are indirect and often non-verbal.

HOW CHILDREN ARE BLAMED

Children are often blamed for sexual abuse. When sexual abuse is disclosed, most abusers deny the abuse and say the child is imagining it. But children don't lie about sexual abuse. Experts say it is impossible for children to imagine sexually explicit behaviour they have not experienced.

Children are also blamed for sexual abuse by being called seductive. This myth shifts responsibility for the abuse to the child and ignores the power and authority of the abuser. It is dangerous because it denies children's innocence. Seductive behaviour is learned. Girls who have been sexually abused are taught that sex is a way to get approval and affection. Their behaviour is the result of being abused, not the cause.

THE IMPACT OF SEXUAL ABUSE

Child sexual abuse is a terrible burden for children. It sets them apart from their friends and other members of their family. They feel different, alone, and isolated. Women who were sexually abused describe their childhoods as full of fear, never knowing when the abuse would happen again. They describe feeling embarrassed, ashamed, bad, wrong and flawed. A child who is sexually abused loses her childhood. Her safety and security are taken away. Her innocence and trust are betrayed. Her body is violated

and she is made to feel guilty and responsible for what has been done to her.

HOW CHILDREN COPE

Children often cope with sexual abuse by trying to forget it, to block it from their minds and pretend it isn't happening. They numb their feelings or "leave their bodies" so the abuse seems as if it is happening to someone else. These are such common and effective ways for children to cope that many women reach adulthood with no memory of being sexually abused. Women describe gaps in their memories of childhood and intense feelings which do not seem connected to events they can recall.

While forgetting or blocking the abuse can help children survive, it makes healing difficult. With little memory of it, it is easy for women to doubt the truth of their own experience. Without memory, women suffer the consequences of abuse but have no events to connect their feelings to. This makes things feel unreal and women may feel as if they are crazy.

Children develop survival skills to escape, cope, and hide from the pain of their abuse. Some women say they used to cut off from their feelings and focus instead on intellectual achievement. Other women become helpers, focusing on taking care of others. Still others use drugs and alcohol, or develop eating disorders. Some women avoid sexual relationships to feel safe, while others use sex as the only way they know to seek love and approval.

TELLING IS HEALING

Many women never tell anyone they were sexually abused. Some women tried when they were children but because they weren't believed, they don't risk telling anyone again. When sexual abuse is not disclosed and acknowledged, healing cannot take place and the abuse affects all aspects of a woman's life. To heal, women need to break their silence and tell their secret to someone who believes them. Many women find help in individual counselling and group work with other women who have been abused. Groups break the isolation and secrecy of sexual abuse and provide a safe place for women to share their experiences.

As women heal they come to believe and accept that the abuse was not their fault, that they were powerless as children to stop it, and that the shame and guilt they feel belong to the abuser. They can appreciate the strength it took for them to survive the abuse and move on.

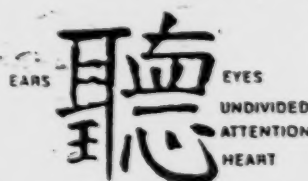
THE WORKPLACE — HELPFUL RESPONSES

When a friend or co-worker tells you she has been sexually abused, you may feel shocked or uncomfortable. You may

"One of our officers came out of a meeting with United Way and social services activists where they'd been discussing child abuse. Someone had said... 'the labour movement should be doing something about this...' and he agreed. We contacted the Institute for Prevention of Child Abuse, and within six weeks we had a pamphlet printed up. It talks about how widespread child abuse is, how abused children can become abusive adults, and about the work of the Institute. We distributed 30,000 pamphlets to union affiliates. It raised awareness... it's a start."

Carole Anne Sceviour
Ontario Federation of Labour

TO LISTEN



These Chinese characters that make up the verb "to listen" tell us something significant about the skill of listening. How often in our daily lives do we really listen to those around us?

not want to face the issue or feel that maybe it isn't any of your business. We need to acknowledge these feelings and deal with our discomfort so we can talk openly about sexual abuse. Women who have been sexually abused need us to listen, believe, respect, and support them. We need to use our anger about sexual abuse to take action to stop it and to assist survivors.

Taking Action



1. Make parenting courses a routine part of union education programs.
2. Have your union sponsor workshops for incest survivors - approach the employer to share or assume the cost.
3. Approach the local school board and teachers' association about offering classroom programs on the prevention of child sexual abuse.
4. Offer family education programs to bring union families together to discuss the union and stress on family relationships.
5. Ensure your workplace has trained union counsellors who know what resources are available in the community to assist incest survivors.
6. Advertise and promote awareness in the workplace of community events and educational on child abuse.
7. Ask women's groups who work with incest survivors to write articles in your local newsletter on surviving and preventing child abuse, and on child prostitution.
8. Identify community groups working to prevent child abuse, and work with them on projects and education materials.
9. Lobby your city council to establish a kids' helpline in your community.
10. Actively lobby provincial and federal governments for a licensed, affordable child care system in Canada.

CHAPTER 5

Rape and Sexual Assault

Whether we realize it or not, almost all of us know a woman who has been raped — they are our sisters, daughters, wives, friends or co-workers. Rape or sexual assault is the use of threats or physical force to coerce a woman into sexual activity.

Women live with the threat of rape every day in countless situations — while a woman waits alone for her bus after a night shift or meeting; when she's working on her own in a store, office, or hospital; when she's out on a solitary walk or run; or when a date refuses to leave her apartment. The fear of rape controls women because women continually organize their lives to avoid situations where they might be raped.

MYTHS ABOUT RAPE

MYTH: Only young, attractive women are raped. Just being a woman makes a woman a target. Being very young or very old increases the risk. Women who have a disability are twice as likely to be sexually assaulted. Immigrant and refugee women and domestic workers are at risk from officials or employers who may threaten deportation if they don't comply with sexual demands. Homophobia increases lesbians' risk of being raped because they are lesbian.

MYTH: Women are usually raped by a stranger in dark alleyways or parks. Two-thirds of women know the men who rape them. The rapist may be an acquaintance, a neighbour, a date, a co-worker or husband. Or the rapist may be an authority figure like a boss, doctor or therapist who abuses the power and trust of their position. Most rapes happen indoors in homes and offices.

MYTH: Women ask for or provoke rape. This is a dangerous myth, because it implies that women really want to be raped or deserve to be raped because of what they wear or how they act. Women do not want to be raped. Rape is an act of violence. The myth that women

TAKING BACK THE NIGHT

A woman, alone at a window
shudders as she watches
the dark outside.

House after house it's the same.
Separately framed, hands
clench sills.

The hour has reverted
to an early dark —
each of us, last Sunday morning
got up, obedient, fingered
our own clocks back
to standard time.

No time now for that
after dinner stroll
when we could breathe in the hush
of early evening air. Already
it's night, and so far
only our slogan
has retrieved it from fear.

So far, instead of walking
we rage inside
and stare.

Sandy Shreve
(reprinted from

The Speed of the Wheel is Up to the
Potter, courtesy of Quarry Press, 1990)



Sandra heard that her longtime school friend, Steve, was back in town. Sandra decided it would be great to see him again. She gave him a call and they made plans to get together on Friday evening.

Sandra and her boyfriend, Phil, picked Steve up from work and they went back to Sandra's parents' house where Sandra cooked dinner for the three of them. Around nine o'clock, Phil left for the evening.

Sandra was happy to see her old friend. They talked about old times, her relationship with Phil and their future plans. She showed him photos from the past few years and updated him on her family.

By about eleven o'clock, Sandra and Steve decided they had had too much to drink for driving. They agreed it would be best for Steve to stay the night, as he had done many times in the past.

Sandra was in the spare room making the bed when Steve came up behind her. He grabbed her by the shoulders, pushed her down on the bed, held her down, and raped her.

Story told by Rape Crisis Worker

want to be raped is promoted in pornography and some mainstream films and videos. These images distort female and male sexuality by showing women as submissive and subordinate and men as aggressive and dominant. This inequality promotes sexuality characterized by coercion and force instead of mutual consent and respect.

MYTH: Rape occurs because men "lose control." In fact, almost all rapes are planned. A key factor is isolation — a deserted building, a school, park, home, street or office. Rapists often target women they believe will be less able or less likely to prevent the rape.

THE IMPACT OF MYTH

These myths imply that women's sexual attractiveness causes rape. The myths say not to believe women when they say "no" because women want to be and enjoy being raped. And the myths say that how a woman dresses or acts makes her responsible for rape.

These beliefs shift responsibility for rape from the rapist to the victim, and they may blame women who are raped. They may also lead us to see a woman who is raped by a stranger as the innocent victim of a violent assault, and to blame a woman who is raped by someone she knows.

It isn't difficult to understand why women are often reluctant to report rape to police and go through a trial. They fear being blamed, judged, and disbelieved. In court, many women feel as if they are the ones on trial. The court process is often called "the second rape." We can help women who go to court after they have been raped by offering our support throughout the difficult legal proceedings.

THE IMPACT OF RAPE

Most women describe rape as a life-threatening situation during which they do not know if they will be seriously injured or killed. Women are often verbally abused and may be physically abused or threatened to prevent them from telling anyone.

A woman copes by doing whatever she can to get through it alive. There is no right or wrong strategy. Depending on the situation and her relationship to the rapist, a woman may scream, fight back, try to escape, lie, beg him to stop, cry, or try to talk or joke her way out of it. Or a woman may become passive, especially if she is being threatened. Becoming passive is not consenting.

Women who have been raped commonly describe feeling dirty, used, humiliated, and degraded. Many women bathe and shower over and over trying to feel clean again. Women feel sad, angry, powerless, and lonely and describe

feelings of deep loss for a part of themselves that has been taken away. Grieving this loss means moving back and forth through levels of denial, anger, and acceptance.

Women may feel guilty after a rape. They blame themselves for not protecting themselves, for not avoiding the situation altogether. A woman may not even call what happened to her on a date as "rape" until years later when she sees a program or reads an article about date rape. Because women are often blamed for men's violence, it is easy to understand how women feel shame and guilt after a rape. Shame and guilt often prevent women from telling anyone what has happened.

Being raped often creates a crisis in a woman's relationship with her husband or boyfriend. Many men feel angry at the rapist and powerless to protect their wives and girlfriends. But they may also not understand why it takes so long for a woman to heal or how to help her.

HOW WOMEN COPE

Women try many things to cope with their loss of safety. Some women change routines, like their routes to work or their daily walk or run. Some women dress in baggy clothes to make them feel less visible and therefore, less of a target. Some change the locks on their doors, move to a new area, take a roommate, get a dog or quit their jobs. Many women find self-defense classes give them back a feeling of strength and security.

Sometimes women deny what has happened. They try to forget it, to get on with their lives and re-establish their routine as quickly as possible so life will feel normal again. Some women use alcohol, drugs or food to numb their feelings.

THE WORKPLACE — HELPFUL RESPONSES

Women who have been raped need to talk to someone they can trust, someone who will believe them. Being listened to and believed relieves feelings of shame and guilt and ends the isolation as women realize they are not alone. Rape victims need to regain a feeling of control in their lives. So if a friend or co-worker comes to you for support, it is important not to tell her what to do nor make decisions for her.

If a friend or co-worker tells you she has been raped by a man that you know, it may be hard to accept and believe her. Accepting that someone you know is a rapist can feel threatening. Part of you may still want to believe you can identify a rapist by how he looks, even though you know that isn't true. Acknowledge and deal with these kinds of feelings so you don't lash out at women because their

"I was working one night at the telephone company — I was part-way through a program to place women into the traditionally male jobs. So there was me and another guy on shift, working out in this empty, isolated part of the building up on the second floor.

My co-worker was nowhere around when I got this phone call. I picked it up and the guy on the other end knew my name, and started talking about what color underwear I had on, and saying he was coming to get me. I could tell from the phone that the call was coming from inside the building.

That's what really upset me, was that he knew my name, and was calling from inside. I was terrified. I ran as fast as I could out of the building, jumped in my car and drove home. It turned out that it was one of the other workers who had been drinking at the hotel around the corner. My co-worker had unlocked the door, let him in, and had told him my name.

I didn't get any support from the other women workers. They all just insisted they wouldn't have been scared, they would have gone downstairs and told whoever it was to cut it out.

My shop steward took the case, and the guy ended up with a two-day suspension and he had to write an apology, and the second senior manager apologized personally. But we didn't win any of the other things we demanded. We'd asked that the guy be required to donate a few days pay to WAVAW, and that he be required to get counselling. We asked that they put up better lighting around the building. They said no to all of that."

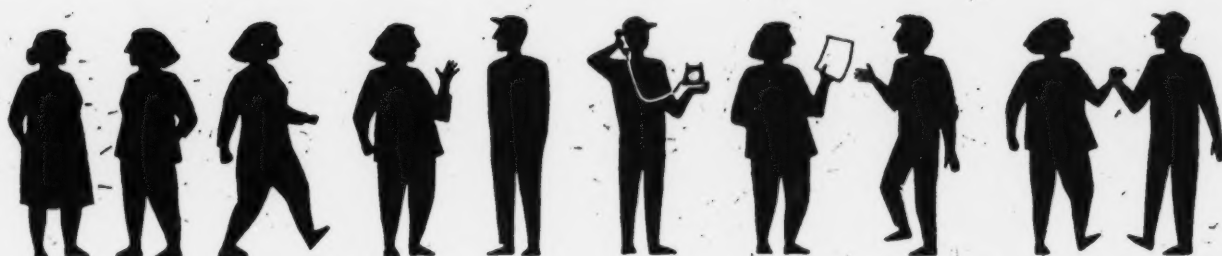
British Columbia

experience makes you feel uncomfortable. We must believe women who have been raped.

In many communities, women have established rape crisis centres that offer emotional support, information, assistance, and advocacy. Their services are also available to anyone who needs information, who wants to offer support to a woman but is unsure of what to say, or who needs support themselves.

The myths about rape hurt women. We need to challenge them and unlearn them. We need to respond to women who have been raped by believing them and not blaming them.

Taking Action



1. Lobby your city council to conduct a safety audit of the community.
2. Conduct a safety audit of your workplace, and negotiate improvements and measures that increase women's personal safety.
3. Contact organizations in your community for materials on date rape and make them available to parents in your locals who may have teenagers.
4. Advertise the "Take Back the Night" marches in your community and encourage women from the union to take part.
5. Pressure for regulations that oblige employers to provide safe transportation for women employees leaving work at night. Lobby the city and province to provide public transportation systems, including schedules and physical arrangements, that are safe.
6. Offer self-defense courses for women as part of union educationals.
7. Contact and support rape crisis centres in your community.

Sexual Harassment

"The first day of work I walked into the coffee room and the walls were covered with pinups. When I asked the guys to take them down they got really hostile. I remember one guy going on and on about freedom of expression.....but to me they were really embarrassing. I'm sorry, but I just couldn't enjoy my break sitting there looking up at Miss April with her legs spread and Miss July with her butt up in the air. The whole thing got really confrontational. Somebody wrote my name on one of the grossest pictures. What astonished me was the anger. I mean it was only about pictures, and you'd have thought by their reactions that I'd shot their dog."

Annoyance, embarrassment, humiliation, fear, anguish. Sexual harassment is still one of the most common occupational hazards experienced by women in the workplace. It happens to young women on their first job, and to women who have been in the work force for years.

WHY DOES IT HAPPEN?

The reasons why people harass aren't complex. Harassment is a power play, motivated by a desire to exercise control over others, fuelled by sexism or racism or a fear and dislike for what is different. Harassment includes remarks and actions, intended to hurt, to embarrass, to confuse, to destroy an individual's confidence, to make someone cringe when the harasser comes around. In some workplaces, especially in non-traditionally female jobs, displaying graphic pornography is designed to make women feel uncomfortable, "foreign," and to drive them out.

When the target of harassment is a woman of color, an immigrant woman or a First Nations woman, or if the worker has a disability or is lesbian or gay, sexism, racism, and fear of difference are often intertwined.

It is possible for harassment to be unintentional. It may result from someone's ignorance of the impact of their behaviour. The test of a claim that harassment was unintentional, and "all meant in fun," is the harasser's willingness to change once it's clear that their behaviour offends or threatens others.

Unfortunately, the usual response to complaints of harassment is defensiveness, denial, and blame. People

"It was my first union meeting. I went in the hall and I was kind of nervous. I think there was one other woman there. I don't know. Anyway, I sat down and after a few minutes some guy came up and said 'Can I sit here?' There were empty chairs on either side of me and I said sure. Then he sits down in my lap! I pushed him off and he says, 'Ah, what's the matter — it's the best seat in the house.'"

New Westminster, B.C.



"I am the quilt which men have
cut/punched/pierced/hammered with
their slogans: bitch/cunt/slut/whore.
Sometimes they spit it in my face.
Other times they think it
their cheeks ripple with it.
When they curse other women
I duck behind deafness.
They hit harder.
The needles of their conversation
draw blood from me.
I use it to construct
pictures, pulling the broken pieces
of our days together
at night
when I am alone
with a thin red thread.

Kate Braid
United Brotherhood of Carpenters
and Joiners of America

aren't comfortable dealing with harassment or discussing harassment in the workplace.

It's easier when a manager harasses an employee — workers are used to seeing management as a problem. But even in this situation, it's hard for the individual who is being harassed. She may be embarrassed that she can't control the situation. She may feel she is somehow to blame for encouraging or not being able to stop the unwanted attention. But when harassment comes from a co-worker, it's even more difficult because workers take sides. Stereotypes about women, that "they ask for it," that they're to blame suddenly surface. Personal loyalties cut across gender lines.

Part of the conflict may arise because a woman challenges a workplace culture that is sexist, and offensive to many, but that no one has ever challenged before. Co-workers may become defensive because everyone has subscribed to the behaviour, either committing the offence or accommodating themselves to it. Everyone has always followed the unwritten rules, even if they don't approve of them.

Some people will deny that anything happened, or that it's unusual or significant. "We were only fooling around." "Everyone jokes around like that here. It's just part of the job." Men, and sometimes women, blame the person who complains, saying "she doesn't have a sense of humour" or they point to other women in the workplace saying "none of the others complain."

Other women may, in fact, keep the dynamic of sexual innuendo, and graphic jokes going in their workplace. This doesn't invalidate a complaint.

Workers will also blame outside forces — "feminists" who are forcing unnecessary changes on an unwilling society. This is often combined with appeals for sympathy by the harasser. "Boy you can't even compliment a woman now, without someone screaming that it's sexual harassment." This is intended to portray the plight of the harasser as more important than his effect on the woman who has been harassed.

THE IMPACT OF HARASSMENT

In a workplace where vulgar sexual remarks, innuendo, leering, pin-ups, and groping are commonplace, it can be confusing when someone objects and calls it harassment. Confusion is understandable, but not insurmountable. The reasons to change are powerful because of the negative effect harassment has on its target.

Women who are harassed may be embarrassed that they can't control the situation. They feel frustrated, powerless, and sometimes they are very frightened. They are always

angry. Many women swallow their anger and try to conceal their feelings, especially when they discover that any reaction encourages the harasser.

Internalizing anger and stress makes people sick. Many suffer headaches, nausea, insomnia, hypertension, heart problems, depression, and ongoing anxiety. Like any occupational hazard, harassment affects work performance. Women who see no support from co-workers or the union begin to find ways to avoid the problem. They book off sick or look for transfers. Studies show that the overwhelming majority of women who experience harassment on the job quit. They carry emotional scars and they pay a financial penalty. The harasser, meanwhile, is free to continue tormenting the next woman worker who comes along.

IT'S AGAINST THE LAW

Sexual harassment is illegal. Over the past few years, human rights commissions across the country have slowly expanded definitions of harassment and the responsibility for intervening. They've made it clear that harassment includes unwanted physical touching, patting, leering, and verbal abuse, as well as demands for sex accompanied by threats. They have eliminated ignorance as a defence and view what should reasonably be known to be unwelcome comments or conduct as harassment. And they have ruled that pin-ups, graffiti, jokes, and slurs, even when they are not directed at an individual, can poison a work environment, making it hostile and intimidating for women workers.

The Supreme Court recognizes the health effects of harassment, and has ruled that targets of sexual harassment are entitled to workers' compensation.

Employer attitudes often sustain work atmospheres that belittle women, but recent commission rulings indicate a union will be held legally liable along with the employer if the union leadership is aware that harassment is occurring and does nothing to stop it.

UNION RESPONSE

Unions have taken an active role in addressing workplace harassment. Since the seventies, unions have passed resolutions and policy statements condemning workplace harassment. They have fought against corporate advertising programs that belittle female employees or that use sexual innuendo about workers to sell corporate services or products.

Some unions have implemented special expedited grievance processes to ensure that sexual harassment complaints go straight to the top and are dealt with quickly. Others have implemented special complaints

"I went to a grievance meeting after one of our members got harshly disciplined for sexually harassing a co-worker. After we arrived at the boardroom and sat down, the management team filed in with their folders and coffee. This guy's supervisor sits down across from us and he puts his coffee cup down on the boardroom table. Well, it's one of those flesh-colored mugs with tits sticking out of it.

Talk about mixed messages — management's saying 'sexual harassment is a serious crime' and 'around here women's bodies are for cheap laughs'."

Ontario Public Service
Employees' Union



"Last summer a gross pornographic picture was stuck up in the women's washroom. I went right to management and said we've got to do something here, we can't have this. So we set up a joint labour management committee with men and women on it to deal specifically with sexual harassment. Back in November, management staff received training that dealt with all forms of harassment. Now we're discussing training for supervisors and foremen. We're working on a policy statement that we'll take through the bargaining committee and into the contract.

CUPE Municipal Workers
Port Coquitlam, B.C.

"There's no escaping it — when women start to complain about sexual harassment they get picked on even more. What I see is women coming into the union office and asking us to help make it better...and I have to tell them, before it gets better, it's going to get a lot worse."

Christine Skrepetz
United Food and Commercial
Workers



"The situation often seems hopeless, but it will never improve if women don't first become aware and then make themselves heard. Don't be shamed into being one of the boys. Don't be afraid you're being a bitch or can't take a joke. You're not uptight because you believe ignorance, sexual advances, sexist remarks or pornography have no place in the workplace."

Shelly Logan
Canadian Brotherhood of
Railway Transport
& General Workers

resolution processes to try and resolve co-worker complaints, involving management only when resolution is impossible.

There are concerns that these internal processes are limited because special officers, often women, resolve the complaints, allowing others in the union to take no responsibility. There are also concerns that the grievance process itself falls short, and can provide few real solutions, especially in small workplaces where workers can't be moved.

Unfortunately, there are still too many complaints that union local leaders fail to support the woman being harassed, and fail to support union policies against harassment.

Some unions have started to explore contract language and statutory changes that would treat harassment as a workplace health and safety issue. Women facing unresolved sexual harassment in the workplace would be able to refuse to work, just as workers can now do in other circumstances hazardous to their health. The cost to the employer might spur resolution of complaints.

This is a promising innovation, but there are still too few collective agreements with even basic language to protect workers. By 1990, only 41 percent of Canadian workers had protection against harassment in their collective agreements.

In the long run what's needed isn't a good method of punishment, but a change in attitudes. Policy, contract language, and complaint processes, are a good beginning, but they aren't effective unless the leadership of the union, at all levels, clearly and unequivocally opposes sexual harassment. It's difficult to take on sexual harassment in the workplace, but unless the leadership is prepared to stand by women when they challenge the dominant culture in their workplace, nothing will change.

TAKE THE RISK

Unions cannot afford to ignore the issue of sexual harassment in the workplace or within our own structures. We cannot hope the problem will just go away as society gradually changes.

Harassment contradicts the words of equality, fairness, and justice that appear in convention speeches, resolutions, and newsletters. Unless actions match the words, members who are targets of harassment become cynical and disaffected. Harassment can destroy the fabric of the union.

We can pass policies about equality for women in the workplace or for people with disabilities, workers of color, immigrant women, First Nations people, and lesbians and

gay men. But as long as we tell sexist jokes or indulge in behaviour that degrades women or other groups, they will never be able to claim their place as equals in our society and economy. And as long as we condone sexism, homophobia or racism with our silence, we are obstacles to the achievement of equality. Men and women working together in the labour movement can achieve social and economic equality for all workers.

Taking Action



1. Adopt strong policy at conventions or local meetings condemning sexual harassment. Spell out exactly what kind of behaviour is considered harassment. While you're at it, make clear your union's opposition to harassment based on race, sexual orientation, disability, national origin or religion.
2. State clearly in the union constitution that every member has a right to be treated with dignity and respect, regardless of race, sex, sexual orientation or disability.
3. Bargaining:

Language: Negotiate specific language in your collective agreement to protect workers from all forms of harassment. Make certain you have an anti-discrimination clause, as well as a separate clause on harassment to provide complete protection.

Complaints resolutions: Set up a process to resolve complaints quickly, or an internal process to try and resolve complaints between co-workers without involving management.

Counselling: Negotiate employer-paid counselling (chosen by the individual) and make it available to those who have been harassed and are lodging complaints, and for those who are harassers.

Right to refuse unsafe work: Negotiate provisions that allow women being sexually harassed to refuse to work until the employer has taken steps to stop the harassment. This

recognizes the physical, emotional, and psychological health problems caused by harassment. Work to have this right included in provincial health and safety legislation.

4. Post the union anti-harassment policy and distribute it directly to members. Write special articles in the union newsletter letting members know the union opposes harassment. Encourage the employer to develop policies and advertise to all employees, including supervisors and management, that the company will not tolerate harassment.
5. Encourage discussion of the topic at union meetings. Offer workshops on ending harassment at general meetings or union educationals. Ask your union head office to develop materials, or work with a group in your community. Make sure dealing with harassment is included in steward training and officer training courses. Sponsor women's conferences and conferences on racism, human rights, and gay-lesbian rights, where the issue of dealing with harassment can be discussed by those who are most often the targets. Propose that the employer offer workplace training for all employees on ending harassment.
6. Support groups in the community campaigning against material and advertising that stereotype women, workers of colour, ethnic groups, lesbians and gay men, and contribute to harassment.

CHAPTER 7

Personal Consequences



"At the Harrison Winter School, we used to award bottles of B.C. wine as prizes to the winners of the class choir competition. We stopped that a few years ago - instead we give away another fine local product - bottles of milk from the dairy. And we don't automatically put a bottle of wine on every table at the graduation dinner - it's available but you have to go and get it. These are small ways of showing that it's okay not to drink and that having fun doesn't depend on having alcohol."

David Rice
Canadian Labour Congress
Pacific Region

Some of the survival skills women and children develop work very well, at least for a time, to help them live through a situation they can't change. But some methods, such as anorexia, bulimia, and alcohol and drug dependency are harmful and self-defeating.

Many women try to cope by using alcohol and drugs to suppress memories of past abuse, to numb their feelings, and escape their pain. Some women develop eating disorders as a way to feel some control.

DRUG ABUSE

Many women go to their doctors for help when they are anxious, depressed or fearful. Their symptoms are often dismissed simply as signs of stress. But their anxiety and depression are often a response to abuse, and women's lack of power in our culture.

Too often doctors don't ask the right questions or provide the support that would help women deal with the causes of their feelings. Instead, they prescribe tranquilizers to make women feel better. As a result, many women who have been sexually abused or battered use tranquilizers to help them cope.

Tranquilizers are powerful drugs which are only meant to be used on a short-term basis. Because tranquilizers are legal and prescribed by doctors, women can be unaware of their negative effects. A battered woman, for example, may be numbed to the warning signs of an assault. Or a woman who has been sexually abused may substitute tranquilizers for the support and help she needs and deserves.

Many women are unaware that these drugs are highly addictive and that simply quitting them may well heighten feelings of panic and anxiety to the point that they must begin taking the drug again.

Women withdrawing from tranquilizers need information and support. They may have trouble sleeping and cry a lot. They may also experience physical side effects such as headaches, cramps, and sweating.

ALCOHOL ABUSE

Most women who enter alcohol treatment programs have

been sexually abused, assaulted, or battered. Alcohol numbs feelings. It offers escape from the pain of physical and emotional injuries and from the pain of powerlessness. Alcohol can also suppress memories, including memories of sexual abuse. When women who were sexually abused stop using alcohol, they often find that memories of sexual abuse begin to surface.

Women seeking help for alcohol abuse need a program in which they can feel safe. Because women often abuse alcohol as a consequence of violence and abuse, they may only feel safe talking about these issues in a group of women. If the group is mixed, they may never talk about the reasons why they began to use alcohol.

Twelve-step programs which focus on people admitting they have no control over their drinking and surrendering to a higher power, may not work for women who have been abused, manipulated, and controlled by others, and who are struggling to gain some control of their lives.

Of course, programs must also be affordable and offered in locations and at times that are convenient and safe. Programs that offer on-site child care or subsidy make it easier for women to attend.

EATING DISORDERS

The current stereotype of ideal female beauty in North America is a woman who is young, thin, and fit. She is also white, middle class, and heterosexual. The fashion, fitness, and advertising industries, as well as mainstream media, continually present images of women that equate thinness with happiness, success, love, independence, and control. Everywhere a woman looks, she is faced with intense cultural pressure to conform to the current stereotype of female beauty.

This image excludes many women. Women of color, lesbians, women with disabilities, working class and poor women, and old women are not represented. But most women, at some point in their lives, are vulnerable to the pressure to be thin as a way to try to conform to the feminine stereotype.

These images and messages encourage women to focus their frustrations and dissatisfactions on their bodies. A woman is told that thin is good, fat is bad; that how a woman looks is more important than who she is or what she does; and that a woman's worth and value depend on her appearance and attractiveness to men. The messages encourage women to think that if their bodies were thinner, they would feel better and have better lives. Most women have dieted at some point in their lives. Many women struggle with compulsive eating and some women develop eating disorders such as bulimia or anorexia.



"Part of our training program for union counsellors includes dealing with abuse, recognizing that behind a lot of alcohol and drug problems there may be a history of abuse.

We encourage our counsellors to take a hard look at themselves and their reactions to abuse. We challenge them to ask themselves honestly, 'Can I deal with this issue'? If the answer is no, then they need to involve another counsellor because they're not helping the individual or themselves."

Joanne Bachman
United Way - CLC



"We started our union counselling program in 1984 in Montreal. Then it spread to Quebec City, to Hull, until now we have a network of 1,000 counsellors in workplaces across the province."

"At first our focus was alcohol and drug abuse, and most of our counsellors had come through these experiences. But as the program developed, it changed to include issues of mental health, family relationships and family violence, and our counsellors now come from more varied backgrounds."

"What makes the union strategy distinct is first this network of people — not medical specialists, but workers who listen and refer individuals to community services. And now our focus is on prevention, not intervention — that's what is most important."

Jean Sylvestre
Federation de Travailleurs
et Travailleuses du Quebec

Most women who develop an eating disorder have been sexually abused, raped, or battered. Their conscious or subconscious reasons for overeating or starving themselves vary. For example, it's easy to understand how a woman who has had her physical boundaries violated may respond by bingeing and gaining weight as a form of protection. Women often feel less vulnerable when they are overweight because they see themselves as less sexually attractive to men and, therefore, less of a target.

A woman may also respond by drastic dieting called anorexia. She may seek to become very thin as a way to make her body less sexual which will protect her from further abuse.

Women with bulimia alternate between bingeing on food and then purging by vomiting or using laxatives. While bingeing may be a way to block or suppress uncomfortable feelings such as anger, guilt, shame, and self-hate, it also makes women feel anxious about possible weight gain. Purging gives them a feeling of control by getting rid of these feelings and enabling them to stay thin.

When a woman has anorexia she eats very little but is preoccupied by food and terrified of getting fat. Her body image is distorted so that even though she is emaciated, she sees herself as fat. If she eats and gains weight, she feels so out of control that she needs to lose the weight right away to feel in control again. For a woman with anorexia, controlling her food intake and her body size may be the only way she has to assert control in her life.

Women with eating disorders often feel great shame and guilt about their behaviour and try to keep it a secret. The secrecy increases their isolation. Women need acceptance, understanding, and support to begin to heal and to learn more positive ways of coping and taking care of themselves.

WORKPLACE CONSEQUENCES

Women trying to cope with violence, harassment or abuse may be distracted or preoccupied at work. They may be absent because of injury or stress, or because of medical, legal, and other appointments. Women struggling with alcohol and drug dependency or an eating disorder may have difficulty concentrating or completing work. Their attendance and behaviour may become erratic.

Often, behaviour that attracts disciplinary action in the workplace is only a symptom of some other problem in the workplace or in a woman's personal life.

Be alert for the possibility that poor work performance, erratic behaviour, and absenteeism have causes other than

boredom, rebelliousness or job dissatisfaction. Ensure that women have the option of counselling or other services.

Our instinct is always to avoid intruding on personal problems, but the problem of violence experienced by women isn't a private matter. At union meetings, we often call each other brother and sister. Many workers look to union officers and stewards to protect their interests and advocate on their behalf. Support from friends, colleagues, and stewards can help women find the resources they need to overcome the effects of violence. We can make the labour movement a strong voice in the struggle to end violence against women.

Taking Action



1. Make sure your union members have access to an effective Employer-Employee Assistance program or union counselling program. CLC offices and United Way across the country can provide information on union counselling.
2. Establish links with services in your community that provide education and counselling on alcohol and drug abuse and eating disorders for women.
3. De-emphasize alcohol at union events - provide alcohol-free environments and establish a setting where it's alright to not drink.
4. Set up a network with other union counsellors from your union and from unions in your area for support and exchange of information.
5. Lobby for increases in drug and alcohol rehabilitation and treatment programs in the community - get your employer to join the lobby.
6. Labour Councils can use a community and social action committee to identify gaps in community-based counselling services around drug and alcohol abuse and eating disorders, and they can lobby for expanded services.

APPENDIX
EXCERPTS FROM SEXUAL HARASSMENT POLICY
(UNITED FOOD AND COMMERCIAL WORKERS CANADIAN REGION;
BASED ON CANADIAN AUTO WORKERS' POLICY)

UNION ROLE

Harassment is not a joke. It is cruel and destructive behavior against others that can have devastating effects. Harassment among co-workers in particular is contrary to our basic union principles of solidarity and equality. It is an expression of perceived power and superiority by the harasser over another person, usually for reasons over which the victim has little or no control: sex, race, creed, colour, marital status, sexual orientation, disability, political or religious affiliation, or place of national origin.

Harassment on any of these grounds can be made the basis of a legitimate complaint to most provincial and federal human rights commissions.

Harassment can be defined as any unwelcome action by any person/s, in particular by management or a co-worker, whether verbal or physical, on a single or repeated basis, which humiliates, insults or degrades. Unwelcome or unwanted in this context means any actions which the harasser knows, or ought reasonably to know, are not desired by the victim of harassment.

WHY IS HARASSMENT A UNION ISSUE?

By pitting certain groups of workers, such as women or ethnic minorities, against others, harassment creates a climate of intolerance and division among the membership. By eroding our unity and strength, it can weaken our effectiveness at the bargaining table or on a picket line. Also, it obviously demeans the quality of the victim's life at the workplace. It is the responsibility of management to ensure that the workplace is free of harassment, but just leaving it up to management is not good enough.

Our goal as a union must be to help create a workplace environment free of harassment. That means not only dealing with complaints when they arise, but also watching for instances of harassment and confronting the source.

HOW DOES THE UFCW POLICY WORK?

The involvement of the union local is crucial in combatting harassment in the workplace. The local leadership plays a key role in providing support for victims of harassment and assisting them in resolving incidents without delay. The experience of harassment can be overwhelming for the victim. People often react with shock, humiliation, and intense anger. Harassment victims may not feel comfortable going through the normal channels for resolving such a problem. That is why under the UFCW policy harassment victims can report an incident and initiate a complaint with any number of elected local union people or the national office.

If a worker is being harassed at work and wants help —

1. The victim can approach any local elected union person or official, including members of the women's committee, human rights committee or affirmative action committee.
2. The victim, or her representative, must bring the harassment to the immediate attention of the unit chairperson or steward or business representative, or the local union president.
3. The local union president, or steward or business agent or the unit chairperson can contact the UFCW's national director or his or her designate and, if necessary, meet with senior company representatives to investigate.
4. Within 10 working days of notifying the local union, the issue must be resolved and the resolution of the harassment complaint must reflect the serious nature of such acts.
5. Confidentiality must be respected throughout the process.

This policy encourages all of us as union members to challenge harassment whenever it occurs. We must make sure that harassment does not threaten the dignity of UFCW members anywhere in the workplace. By respecting our brothers and sisters and confronting harassment in the workplace, we can build a stronger and more effective union.

RESOURCES

This resource guide suggests where to go for further information on any of the issues in this handbook. You may have to be patient and persistent trying to locate the appropriate resources. Some of the groups listed have had their funding cut back and may not be available at all times.

If you are a co-worker, union counsellor or shop steward wanting to help a woman get the service she needs, it's important that you know the community group or agency you are referring her to. Make a personal visit, speak to a staff person, get their literature, and ask some questions. Be sure that women you refer will be treated with respect, that they will be believed and not blamed. Women who are victims and survivors of violence are not sick. It's important that services recognize violence against women as a social and political problem, not a personal dysfunction.

GENERAL RESOURCES

1. If you need help locating resources in your community on wife assault, child abuse, and sexual assault, call —
Canadian Council on Social Development
Family Violence Program
Telephone: (613) 728-1865
2. **Vis-A-Vis** is a national bilingual newsletter on family violence published quarterly by the Canadian Council on Social Development (CCSD) and is available free of charge in Canada. It provides information, articles, and resources from across the country. Send subscription inquiries to —
Newsletter Subscriptions
Canadian Council on Social Development
Family Violence Program
55 Parkdale Avenue
P.O. Box 3505, Station C
Ottawa, Ontario K1Y 4G1
Telephone: (613) 728-1865
3. For information, resources, and materials on wife assault, child abuse, incest, and elder abuse contact —
National Clearinghouse on Family Violence
7th floor, Brooke Claxton Building
Tunney's Pasture
Ottawa, Ontario K1A 1B5
Telephone: (613) 957-2938
Toll free: 1-800-267-1291
4. **Media Watch** is a national feminist organization working to improve the portrayal and status of women in the media. They provide information and offer workshops on gender stereotyping, media sexism, and media literacy. Contact —
Media Watch — National Office
#204 - 517 Wellington Street
Toronto, Ontario M5V 1G1

There are local offices in many major cities across the country. The B.C. Media Watch office is located at —
703 Jervis Street
Vancouver, B.C. V6E 3M4
Telephone: 688-3034

5. The extension program at the Justice Institute of B.C. offers seminars and workshops on a variety of sexual violence and abuse issues. Course calendars are available upon request from —
Justice Institute of British Columbia
4180 W. 4th Avenue
Vancouver, B.C. V6R 4J5
Telephone: 228-9771
6. For information on audio visual materials and union counselling programs contact —
Canadian Labour Congress
#301 - 2841 Riverside Drive
Ottawa, Ontario K1V 8X7
Telephone: (613) 521-3400

FILMS AND VIDEOS

Films and videos are good educational resources. For each issue discussed in this handbook there are some films or videos available from union organizations or the National Film Board (NFB). It's always a good idea to have a resource person available to facilitate discussion, answer questions, and provide support. Many rape crisis centres, transition houses, and women's centres have films and videos that they use in their public education work. If you are going to buy your own film or video, you may want to contact these groups for their recommendations.

The National Film Board of Canada has two relevant catalogues of films and videos:

- *Beyond the Image*, lists films and videos about women's culture, politics, and values
- *The Family Violence Audio-Visual Catalogue* lists audio-visual material available from various sources in North America.

To preview, rent, or buy any of the NFB films or videos, and to order the catalogues, check the white pages of your phone book under National Film Board or phone:

Atlantic Canada: 1-800-561-7104

Quebec: 1-800-363-0328

Ontario: 1-800-267-7710

Western & Northern Canada: 1-800-661-9867

After the Montreal Massacre
25 min
NFB

One year after the massacre, this film looks at the issues of male violence against women, women's fear, and what we as a society must do.

Still Killing Us Softly
30 min
NFB

Provides a critical look at the power and influence of advertising in perpetuating negative images of women. Shows how objectifying women's bodies is often the first step in justifying violence.

Can We Talk? — A Slide Show on Myths About Gay Males and Lesbians
35 min
Coalition for Lesbian/Gay Rights in Ontario

Designed for gay, straight and mixed audiences, the production is multicultural, non-sexist and non-ageist. Comes with a special guide for discussion leaders.

Available from:

Coalition for Lesbian/Gay Rights in Ontario
Box 822, Station A
Toronto, Ontario M5W 1C3
Telephone: (416) 533-6824

BOOKS

Ending Workplace Discrimination Against Lesbians and Gay Men

A B.C. Federation of Labour information kit. Order copies by calling (604) 430-1421.

Fact Sheets on Racism. Toronto: Ontario Federation of Labour.

Eight pamphlets on issues from "How Racism Works," and "Race Relations/Human Rights Committees" to "Fighting Racial Harassment"

Fact sheets are available in French, Portuguese, Cantonese, Spanish, Hindi, and Italian, as well as English.

Guberman, Connie and Margie Wolfe, eds. No Safe Place: Violence Against Women and Children. Toronto: Women's Press, 1985.

A Canadian anthology of feminist writers on child battery, wife assault, child sexual assault and sexual harassment.

Price, Lisa S., ed. Patterns of Violence in the Lives of Girls and Women: A Reading Guide Vancouver: Women's Research Centre, 1989.

Provides a picture of the different patterns of violence in women's lives based on women's experiences. Discusses some of the best feminist books on issues such as wife assault, child sexual abuse, rape, etc.

Responding to the Abuse of People with Disabilities Toronto: Advocacy Resource Centre for the Handicapped (ARCH), 1990.

A small but comprehensive handbook for people with disabilities and their allies on abuse reporting and how the legal system works. Contains lists of resources, support services and national groups. Available from:

ARCH

40 Orchard View Boulevard

Suite 255

Toronto, Ontario M4R 1B9

Telephone: (416) 482-8255

TDD: (416) 482-1254

WIFE ASSAULT

In most cities and towns, the transition house or shelter for battered women and their children is listed in the inside cover or first page of the telephone book. Or contact the women's centre or crisis centre for information about the transition house nearest you.

You can also contact the National Clearinghouse on Family Violence at 1-800-267-1291 for a list of transition houses and shelters for battered women in Canada. This list also includes provincial and territorial associations of transition houses. They also have a list of Canadian programs for men who batter.

1. B.C./Yukon Society of Transition Houses

#204 - 408 Granville Street

Vancouver, B.C. V6C 1T2

Telephone: (604) 669-6943

This is the provincial transition house association for B.C. and the Yukon.

2. Battered Women's Support Services

P.O. Box 1098

Vancouver, B.C. V6C 2T1

Telephone: 687-1867

Provides one-to-one counselling, drop-in, and 10-week support groups for women who have been physically and emotionally abused, and a dating violence program. The group also does public education and legal advocacy.

3. **Munroe House**

Vancouver, B.C.

Telephone: 734-5722

A second-stage transition house for battered women and their children. Provides information, support, and advocacy to residents. Provides telephone counselling and a support group for women involved in custody and access issues, particularly women separated from physically and emotionally abusive husbands.

4. **Wife Abuse Intervention Program**

North Shore Family Services

#303 - 126 E. 15th Street

North Vancouver, B.C. V7L 2P9

Telephone: 988-5281

"Alternatives to Violence for Men" is a 24-week program for physically and psychologically abusive men. Focus is on power and control issues. Offers a support and education group for women who have been or are in abusive relationships.

FILMS AND VIDEOS

The Next Step Series

"Sylvie's Story" — 28 min.

"A Safe Distance" — 28 min.

"Moving On" — 29 min.

NFB

A video compilation of three films that examine what happens to battered women once they decide to leave their violent partners. The films explore different kinds of programs and services available in urban, rural, northern, and Native settings.

Loved, Honoured and Bruised

25 min.

NFB

This 1980 film tells the story of Jeannie, who leaves her physically and emotionally abusive husband after 16 years of marriage. This film provides a good introduction to the issues women face and the stages they go through as they leave an abusive relationship and begin a new life for themselves and their children.

The Crown Prince

30 min.

NFB

This video looks at the issue of wife assault from the perspective of a teenage boy who has witnessed and been a victim of assault. The film explores the difficult choices which have to be made to break free from patterns of violent behavior.

The Power To Choose

20 min.

NFB

This video focuses on the use of power and violence in teenage dating relationships.

BOOKS

Lewis, Debra J. **Dating Violence - A Discussion Guide on Violence in Young People's Relationships**
Vancouver: Battered Women's Support Services, 1987.

NiCarthy, Ginny. **Getting Free** (2nd ed.) Seattle: Seal Press, 1987.

A useful book for women considering leaving. Has chapters on emotional, financial, and social issues women face.

NiCarthy, Ginny. **The Ones Who Got Away** Seattle: Seal Press, 1987.

Personal stories of women who have left abusive relationships.

RAPE AND SEXUAL ASSAULT

In most cities and towns, the rape crisis or sexual assault centre is listed on the inside front cover or first page of the phone book. In areas without these specific services, contact your community's women's centre or crisis centre for assistance.

1. **WAVAW Rape Crisis Centre**

P.O. Box 88584
Chinatown Postal Outlet
Vancouver, B.C. V6A 4A7
Telephone: 255-6344

Women Against Violence Against Women (WAVAW) operates a 24-hour crisis line and provides information, support, counselling, referral, and advocacy for victims of rape and sexual violence. They also provide public education.

2. In many cities and towns across the country, there are groups that offer self-defence training to women and children. Contact your community's local women's group or women's centre for further information.

WenLido

WEST (Women Educating in Self-Defence Training)
Telephone: 876-6390

Provides training in self-defence for women and their children. Program includes self-defence techniques, mental and physical exercises, and discussions on how to deal with verbal, physical, and sexual assault. Classes are held at various locations and can be arranged for any group of ten or more.

3. **METRAC**

(Metro Toronto Action Committee on Public Violence Against Women and Children)
159 Spadina Road
Toronto, Ontario M5R 2T8
Telephone: (416) 392-3135

One of METRAC's projects has been to develop a safety audit kit to help women identify the design and safety shortcomings of sites in their communities. Copies of the safety audit kit can be obtained from the above address. In Vancouver, contact the YWCA at 683-2531 for information on a group's experience of using METRAC's safety audit kit.

BOOKS

Ellis, Megan. *Surviving Procedures After A Sexual Assault*. (3rd ed.) Vancouver: Press Gang Publishers, 1988.

A handbook for survivors and rape crisis workers on the medical, police, and court procedures following a sexual assault.

Warshaw, Robin. *I Never Called It Rape: The Ms. Report on Recognizing, Fighting and Surviving Date Rape*. New York: Harper and Row, 1988.

A useful, practical, and very readable book on date rape.

CHILD ABUSE

In many communities, there are groups for adult survivors of child sexual abuse. To contact a group ask at the local women's centre or sexual assault centre. Most groups are run through private counsellors or community counselling agencies.

1. Kids Help Phone

1-800-668-6868

A 24-hour toll-free telephone counselling service that provides a confidential response to Canadian youth.

2. B.C. Parents In Crisis

#13 - 250 Willingdon Avenue

Burnaby, B.C. V5C 5E9

Telephone: 299-0521

Self-help groups under the guidance of volunteer sponsors meet weekly in many B.C. communities. Groups deal with parental stress, build support systems, and help prevent child abuse.

3. Helpline for Children

Dial 0 and ask for Zenith 1234

Ministry of Social Services

A 24-hour, province-wide toll-free telephone line for children who need help or for any person who knows of a child who is abused or neglected.

FILMS AND VIDEOS

To A Safer Place

58 min.

NFB

This film tells the story of how one woman has come to terms with her life as a survivor of incest. The film follows her as she returns to the people and places of her childhood and features interviews with her mother, brothers, and sister.

Sandra's Garden

33 min.

NFB

An honest and intimate look at one lesbian woman's struggle to overcome the trauma of incest. It is a story of healing, of how women can work together to reshape and rebuild their lives.

BOOKS

Bass, Ellen and Laura Davis. **The Courage to Heal: A Guide for Women Survivors of Child Sexual Abuse.** New York: Harper and Row, 1983.

This is a valuable healing book for survivors of child sexual abuse. Designed as a workbook, it can also be read on its own.

Blume, El Sue. **Secret Survivors: Uncovering Incest and Its After-Effects in Women.** New York: Ballantine Books, 1990.

This book provides an in-depth look at the after-effects of sexual abuse in adult women. Shows how sexual abuse is often at the root of such problems as depression, eating disorders, and drug and alcohol abuse.

Women's Research Centre (Pamela Sleeth & Jan Barnsley). **Recollecting Our Lives: Women's Experience of Childhood Sexual Abuse.** Vancouver: Press Gang Publishers, 1989.

This book is a valuable resource for mothers of children who have been sexually abused and for survivors trying to make sense of their experience and break free of the consequences of childhood abuse.

SEXUAL HARASSMENT

Every province or territory has a human rights commission that provides materials on sexual harassment as a human rights issue. Many labour federations and some national unions have women's programs — staff and committees working on women's issues. They can provide information on resources and contract language. In B.C., contact Mary Rowles, Director, Women's Program, B.C. Federation of Labour, Telephone: (604) 430-1421

FILMS AND VIDEOS

Call me Sister, Call me Brother
20 min.
CAW

Available from Canadian Labour Congress and Canadian Auto Workers offices throughout Canada. A good exploration of the effects of racial and sexual harassment by co-workers, and an appeal to workers to build union solidarity by ending racism and sexism.

Facing Harassment
14 min.
Public Service Alliance
of Canada

Shows several different kinds of harassment by co-workers, including harassment based on sex and sexual orientation as well as race, national origin, and disability. The film discusses how harassment erodes union solidarity and what actions unions are taking to deal with the issue.

The Power Pinch
30 min.

Available from the B.C. Federation of Labour. An older American film, but useful for showing how harassment occurs, the way it is dismissed by many men, and how women can confront harassers.

BOOKS

Attenborough, Susan. **Sexual Harassment at Work**. Ottawa: National Union of Provincial Government Employees, 1980.

Discusses definitions, role of steward and other union members, and advice for victims. Includes sample policy, grievance processes, contract language, and solutions outside the labour movement.

Harassment Awareness Kit. Equal Opportunities Dept. Ottawa: Canadian Union Of Public Employees, February, 1991.

Includes CUPE policy statements, definitions, training considerations for local officers and stewards, and bargaining goals.

Lebrato, Mary T. **Help Yourself: A Manual for Dealing with Sexual Harassment**. California Commission on the Status of Women, 1986.

While the law cited is American, this 227-page manual is a comprehensive resource manual with many practical suggestions, letters to harassers, witness statements, and resource materials.

Policy Statement on Harassment. Toronto: Ontario Federation of Labour, November, 1991. A good discussion of developments in human rights cases and union contracts with a detailed program of action for unions, the labour movement, and legislation and public policy.

CONSEQUENCES

Most communities have alcohol and drug services. Contact your local women's centre or information service for a list of programs in your area.

1. **Alcohol and Drug Tryline**
toll free: 1-800-663-1441

Provides toll-free information and referral services for people across B.C. who need help with any kind of substance abuse. Includes information on treatment services, education, and prevention, and ways in which communities and individuals can become involved in fighting drug and alcohol problems.

2. **Aurora Society**
2036 W. 13th Avenue
Vancouver, B.C. V6J 2H7
Telephone: 733-9191

A residential treatment centre for women who are alcohol and drug dependent. A 6-week structured program is offered.

3. **National Eating Disorder Information Centre**
2000 Elizabeth Street
CW 1-328
Toronto, Ontario M5G 2C4
Telephone: (416) 340-4156

They have a nation-wide listing of treatment services and resources available, and a bi-monthly bulletin you can subscribe to. They offer support groups, public education, and information on local family support groups.

4. **Vancouver Women's Health Collective**
#302 - 1720 Grant Street
Vancouver, B.C. V5L 2Y7
Telephone: 255-8285

Information and resources on a wide range of women's health issues, including eating disorders. Therapist and health practitioner information is also available.

FILMS AND VIDEOS

An Easy Pill To Swallow
29 min.
NFB

The Recovery Series
55 min.
NFB

An older film, but it provides good information about the context for women's prescription drug abuse, focusing on tranquilizers.

A video compilation of four short films about women recovering from drug and alcohol dependency. The films explore different women's experiences of addiction and the issues they face on their path to recovery.



RESOURCES VII

TABLE OF CONTENTS

- I. List of Resources
- II. Good Stuff to Know About:
 - Food
 - Shelter
 - Clothing
 - Health
 - Play
- III. Other Resources

Here is a list of resources in your area that you may want to contact if you are in need of emergency assistance:

CHILD CARE REFERRAL

COMMUNITY HEALTH CLINIC

CRISIS HOTLINES

DOMESTIC VIOLENCE RESOURCES

EMERGENCY ASSISTANCE

FOOD BANKS

HOUSING AUTHORITY

LEGAL ASSISTANCE

SUPPORT GROUPS

SUNSHINE DIVISION

UNITED WAY

VOLUNTEERS OF AMERICA

YOUTH SHELTER

GOOD STUFF TO KNOW

ABOUT FOOD:

Your local Extension Service can be a gold mine. They can tell you where the community gardens are located, and help with instructions on gardening, canning and drying your food. they may also have some classes in nutrition and food preparation.

Your local food bank can give you information about programs which distribute surplus and donated food.

ABOUT SHELTER:

There is no charge for putting the name of a low-income family on the list(s) for subsidized housing. The list(s) are not always open, so some diligence in calling the local housing Authority on a regular basis to find out when the list(s) are open is a good practice. HUD facilities are not managed by the Housing Authority, but by the Department of Housing and Urban Development, which is federal. They will mail a list of apartment complexes which they manage, and a low income person may apply at any one of them. Their lists are not carved in stone, so an apartment manager may have a long waiting, but rent to a newcomer who is appealing. We suggest that one applying to apartment managers dress and behave as if applying for a job.

ABOUT CLOTHING:

Many churches have clothes closets. The list from the local food bank of churches which have emergency food box programs is a good tool. If a church does not also have a clothes closet, chances are, they know who does. Salvation Army has a program which collects coats for winter and distributes them. Many of the Seventh Day Adventist's churches have groups which make quilts out of clothing which is not usable.

ABOUT HEALTH:

Your local health department is another gold mine. they may be able to provide information about a wide range of services needed by low income persons. There are a number of free clinics (most in Multnomah County); people are often afraid to go to them because they are in "bad" neighborhoods and "may not be okay". Yes, the locations are in a neighborhood where lower rent is available, but the clinics are staffed by qualified medical personnel and meet all standards. Finding medical or dental care for some adults is very difficult, but not impossible. A phone call to "John Q. Dentist" asking for free or low cost dental care for the person for whom you are advocating, can at the very worst, result in an answer of no. Several dentists feature one day a year when they will provide service on a first come, first serve basis. Feel free to call around.

ABOUT PLAY:

Last, but really most important, is play. Self help groups are listed under play because going to one is a way out of the house, members are usually willing to carpool and it's a truly pro-active way to deal with particular issues.

high schools have lots of events which are low-cost or free, and are close to home. For example, a high school band concert is open to the public and usually only the families of the band members attend, so there are usually good available--and they are a fun outing. Elementary school events are a good "Friends" outing, as well.

For those with truly splendid vision, those community events which flash on your television at triple speed, are often free and fun. Your local television staff are friendly folk; feel free to call them and ask for information. The same goes for radio station personnel. Recently, we did some sleuthing and discovered that on a virtually any day of the week, any week of the year, there is something going on that is free, or very low-cost, which could be an educational and fun outing.

Please feel free to pursue that controversial notion that people who play a lot are happier, healthier and more emotionally stable.

WHOM TO ASK?

WHAT TO DO?

WHY IT DOES/DOESN'T WORK?

WHEN IS IT AVAILABLE?

WHERE TO LOOK?

HOW TO DO IT?

Libraries
Newspapers
Magazines
Radio
Television
Public Relations Departments
Schools
Manufacturers
Wholesalers
Retailers
Hospital Social Workers
Service Representatives
Agencies
Bulletins
Self-Help Groups
Professional Associations
Services Clubs
Chambers of Commerce

A CAREER JOURNAL FOR MENTORS

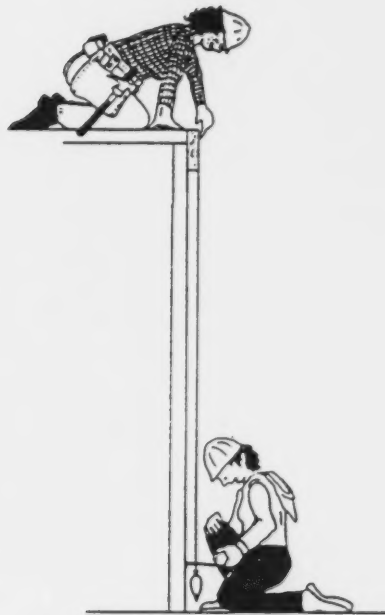
A JOINT PROJECT OF:

U.S. Department of Labor, Women's Bureau

NTN (National Tradeswomen Network)

B-WEST (Building Workers Entering Skilled Trades)

OTN (Oregon Tradeswomen Network)

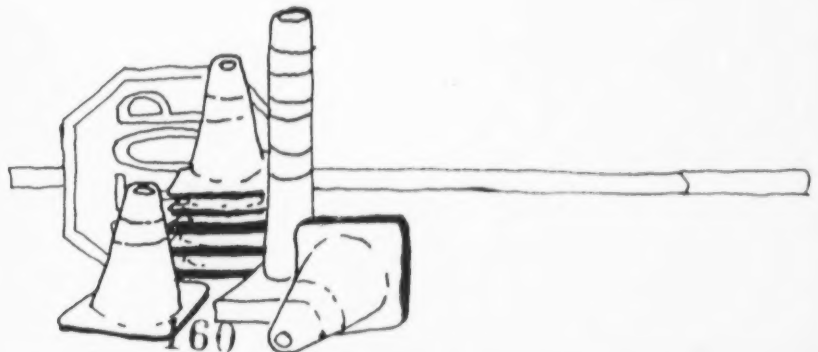


**B-WEST Mentorship Program
Portland Community College
P.O. Box 19000
Portland, OR 97280**

**Prepared By
Jennice Taylor
Portland Community College**

CAREER JOURNAL CONTENTS

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INTRODUCTION

Congratulations! You are part of a very special mentorship program. This mentorship program is a joint project of the National Tradeswomen Network, Oregon Tradeswomen Network, and Building Workers Entering Skilled Trades (B-WEST) Regional Training Center.

This mentorship program is primarily set up to mentor women who have completed pre-employment training, and who have entered or will be entering into trade or technical occupations.

Your career journal has been prepared for you as both a learning tool and a reference guide. It will be your personal book for recording your thoughts and experiences during the mentorship program.



WHAT IS A CAREER JOURNAL?

WHAT IS A CAREER JOURNAL?

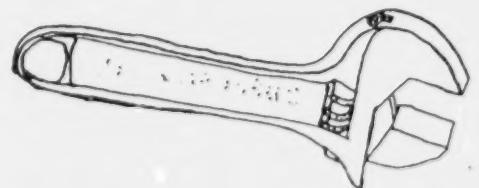
A career journal will help you gather your thoughts, plans, ideas and experiences during the mentorship program.

A career journal is like putting together a puzzle with lots of tiny pieces. Many of the pieces are little things that happen to you each day, like:

- * thoughts
 - * feelings
 - * conversations
 - * networking
 - * work experiences

Each person's pieces are different, and each person's puzzle gets put together differently.

Some of the most important puzzle pieces are the conversation and experiences you have had. Since your career journal helps you remember those things, it will become easier to put the pieces of your puzzle together in the best way for you!



HOW OFTEN SHOULD YOU WRITE IN YOUR JOURNAL?

The best thing is to get into the habit of writing in your journal on a regular basis, say, every few days. But, that's easier said than done! Here are some hints that should help you accomplish that:

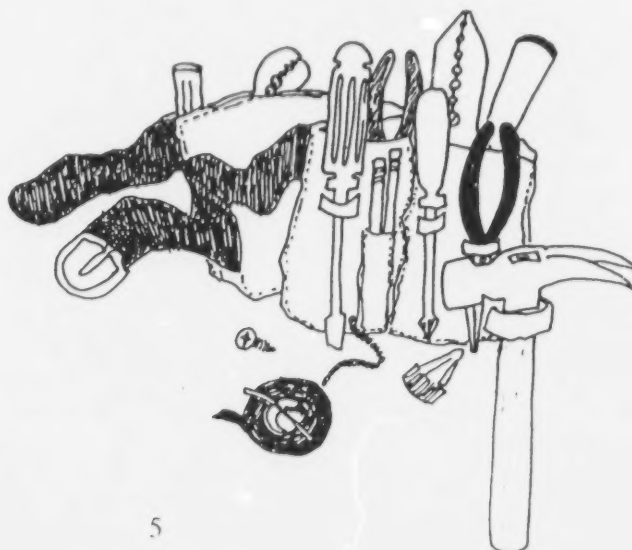
- * You should write something after each phone conversation with your protegee. You will probably have some thoughts or reactions. They may be good ones or bad ones. Either way, write them down. The journal is for you to express all your thoughts and feelings.
- * You and your protegee may have different ideas about some things, like what is most exciting about a job or career. Write those down, too. Also, write about ideas or feelings that you want to save.
- * Enjoy and have fun learning about yourself and your protegee!



HINTS FOR BEING AN EFFECTIVE MENTOR

Take a few minutes every now and then to look over these items. They will help make the time you spend with your protegee more enjoyable for both of you.

- * Try to build an atmosphere that promotes acceptance and an exchange of ideas.
- * Be a good listener. Give your attention: paraphrase what you hear.
- * Give specific feedback on the protegee's ideas and behavior.
- * Answer questions directly. If you come to a difficult question, be tactful, but don't dodge it or beat around the bush.
- * Give the protegee a chance to talk about herself. The better you know your protegee as an individual, the better you'll be able to work with her.
- * Try to end each conversation with your protegee on a positive note.
- * Realize there are no failures in a mentorship. Both you and your protegee will learn as much from mistakes as from your successes.
- * Above all, be yourself!



FEEL FREE TO ASK!

You will talk with your protegee many times over the next six months. Your protegee has lots to ask you. You and your protegee will talk several times about your trade. By the time you are finished with this mentorship program, you will have shared the following things with your protegee.

- * What is expected on a job site
- * What it is like to work in a non-traditional trade
- * The future outlook of in your trade/job opportunities
- * How to prepare for and advancement in the trade

The next two sections of your career journal will give you an idea of what questions will be asked of you by your protegee. Your protegee, may of course, add questions of her own. You may want to take notes while your protegee is talking, then re-write them in your journal later. It will take several phone calls to get all of her questions answered, but that's the fun of sharing a mentorship experience!



QUESTIONS FOR YOUR MENTOR

QUESTIONS FOR YOUR MENTOR

WHAT IS IT LIKE WORKING IN THE TRADES?

- * General job description
 - * work hours
 - * work environment (hazards, travelling, indoor-outdoor, etc.)
- * Specific tasks and responsibilities
- * Tools or special equipment needed for this trade
- * How did you get started in your trade?
- * Other questions: please list

NOTES:

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QUESTIONS FOR YOUR MENTOR

WHAT IS THE FUTURE FOR THIS TYPE OF TRADE?

- * Opportunities for advancement
- * Employment projections: equal opportunities regardless of sex and race
- * Hints she would give to someone applying for the trades
- * Other jobs she could do with the same skills
- * Other questions: please list

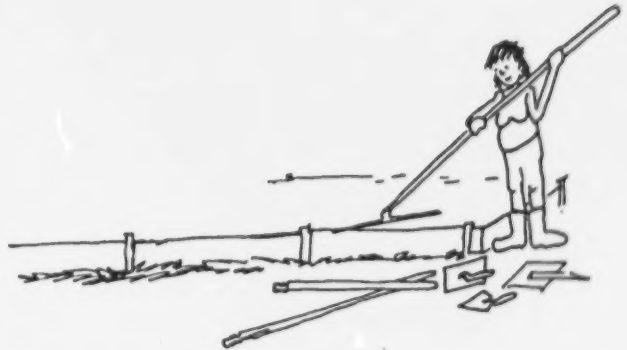
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QUESTIONS FOR YOUR MENTOR

HOW DOES THIS JOB AFFECT YOUR PERSONAL LIFE?

- * Family time
- * Leisure time
- * Job-related skills you use elsewhere
- * Expanding interests
- * Adequate exercise
- * General health
- * Child care
- * Other questions: please list



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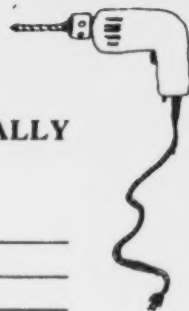
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THOUGHTS AND REFLECTIONS

THOUGHTS AND REFLECTIONS

The exercises in this section will make you think about how you handle yourself in a variety of situations. These are good questions to ask yourself from time to time to make sure you are dealing with people, problems and successes in effective ways.





WHAT DO YOU DO WHEN SOMEONE OR SOMETHING MAKES YOU REALLY MAD ON THE JOB?

I _____

*1) Ask your protegee the same question you just answered. Take notes in the space below.

*2) Think about your protegee's answer and how it compares to yours. Write what you have learned from this experience.

HOW DO YOU HANDLE HARASSMENT (SOMEONE GIVING YOU A HARD TIME)?

I _____

*1) Ask your protegee the same question you just answered. Take notes in the space below.

*2) Think about your protegee's answers and how it compares to yours. Write what you have learned from this experience.

DID YOU EVER DO SOMETHING YOU THOUGHT YOU COULD NEVER DO? HOW DID YOU MAKE IT HAPPEN? HOW DID YOU FEEL WHEN YOU DID IT?

I _____

*1) Ask your protegee the same question you just answered. Take notes in the space below.

*2) Think about your protegee's answer and how it compares to yours. Write what you have learned from this experience.



PUTTING IT ALL TOGETHER

PUTTING IT ALL TOGETHER

Final Evaluation

I thought this mentorship experience would be _____
before I started. Also, I felt:

The way I feel about this experience now that it is over is:

The most important thing I learned from this experience was:

What did I enjoy most about this mentorship?

What have I learned from this experience so that I may one day become a more efficient mentor? _____



PUTTING IT ALL TOGETHER

FINAL QUESTIONS

By now you have met and talked with your protegee many times over the past six months. You and your protegee have shared much information with each other.

Now would be a good time for your protegee to ask for constructive criticism or suggestions about any of the following:

1. Communication skills
2. Barriers to success
3. Overall attitude

Has anything been left out?

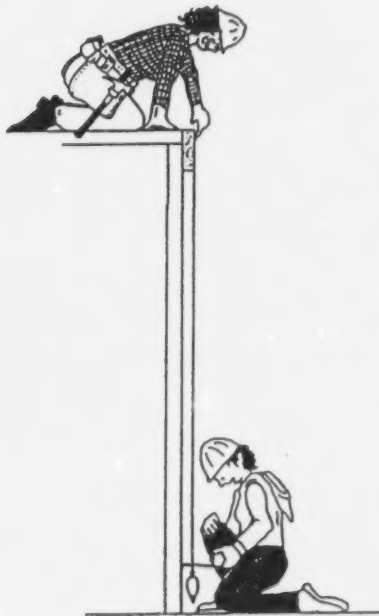


MENTOR'S SUGGESTIONS

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A CAREER JOURNAL FOR PROTEGEES

A JOINT PROJECT OF:
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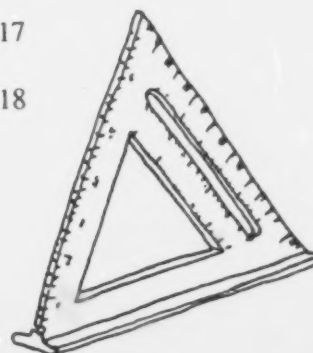
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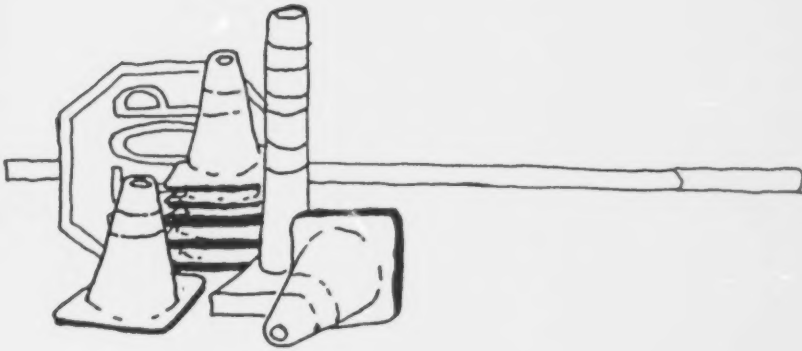
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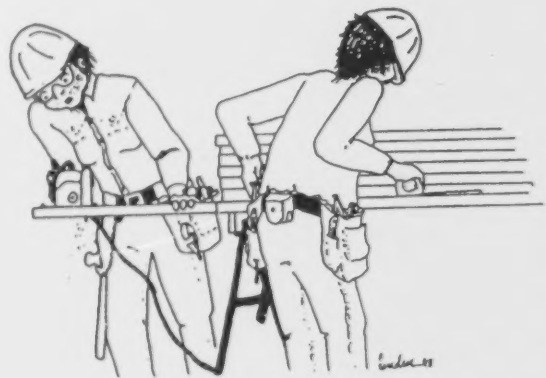


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Your career journal has been prepared for you as both a learning tool and a reference guide. It will be your personal book for recording your thoughts and experiences during the mentorship program. But, just remember that your mentor is interested in you and wants to help you succeed. Relax and ask lots of questions!



WHAT IS A CAREER JOURNAL?

WHAT IS A CAREER JOURNAL?

A career journal will help you gather your thoughts, plans, ideas and experiences about the world of work.

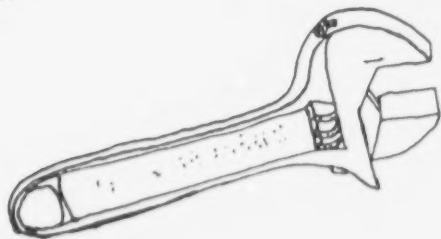
Making decisions about jobs and careers is like putting together a puzzle with lots of tiny pieces. Many of the pieces are little things that happen to you each day, like:

- * thoughts
- * feelings
- * conversations
- * networking
- * work experiences



Each person's pieces are different, and each person's puzzle gets put together differently.

When you make a decision about a job, some of the most important puzzle pieces are the conversations and experiences you have had. Since your career journal helps you remember those things, it will become easier to put the pieces of your puzzle together in the best way for you!



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- * You and your mentor may have different ideas about some things, like what is most exciting about a job or career. Write those down, too. Also, write about ideas or feelings that you want to save.
- * Enjoy and have fun learning about yourself and career opportunities!



DID YOU KNOW ...

...that as we move into Workforce 2000, more and more women will be entering into the trades and technical occupations?

...that the highest salaries in the coming years will be earned by people in jobs relating to science, engineering, trades, computers or professions such as law or medicine?

...that mentorship brings about learning and contributes to the growth to both the mentor and the protegee?

...that most jobs are found by knowing somebody through networks, not by reading the newspaper want ads?

...that your ability to communicate effectively, and your willingness to learn are what employers look for when they hire?

...that today's protegees will become tomorrow's mentors?

IT'S ALL TRUE!

FEEL FREE TO ASK!



You will talk with your mentor many times over the next six months. Your mentor has lots to tell you. She will want to ask you questions. You and your mentor will talk several times about her trade. By the time you are finished with this mentorship program, you will know the following things about your mentor's trade:

- * What your mentor does
- * What is expected of you on a job site
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- * How to prepare for and advancement in the trade



The next two sections of your career journal will give you an idea of what type of questions to ask your mentor. You may, of course, add questions of your own. You might want to take notes while your mentor is talking, then re-write them in your journal later. It will take several phone calls to get all your questions answered, but that's the fun of having a mentor!

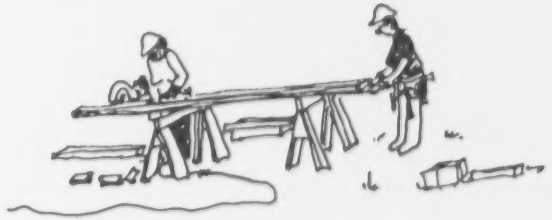


QUESTIONS FOR YOUR MENTOR

QUESTIONS FOR YOUR MENTOR

WHAT IS IT LIKE WORKING IN THE TRADES?

- * General job description
 - * work hours
 - * work environment (hazards, travelling, indoor-outdoor, etc.)
- * Specific tasks and responsibilities
- * Tools or special equipment needed for this trade
- * How did you get started in your trade?
- * Other questions: please list



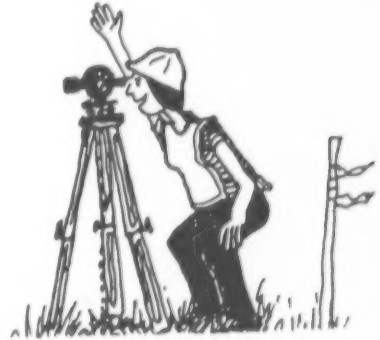
NOTES:

[illegible]

QUESTIONS FOR YOUR MENTOR

WHAT IS THE FUTURE FOR THIS TYPE OF TRADE?

- * Opportunities for advancement
- * Employment projections: equal opportunities regardless of sex and race
- * Hints she would give to someone applying for the trades
- * Other jobs she could do with the same skills
- * Other questions: please list



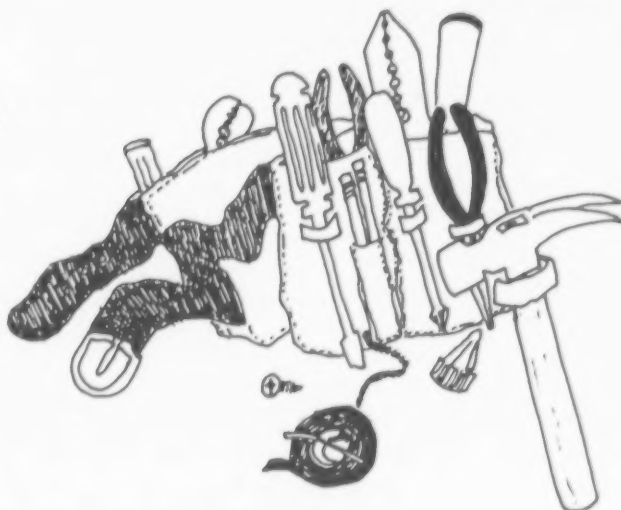
NOTES:

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QUESTIONS FOR YOUR MENTOR

HOW DOES THIS JOB AFFECT YOUR PERSONAL LIFE?

- * Family time
- * Leisure time
- * Job-related skills you use elsewhere
- * Expanding interests
- * Adequate exercise
- * General health
- * Child care
- * Other questions: please list



NOTES:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

THOUGHTS AND REFLECTIONS

THOUGHTS AND REFLECTIONS

The exercises in this section will make you think about how you handle yourself in a variety of situations. These are good questions to ask yourself from time to time to make sure you are dealing with people, problems and successes in effective ways.

In either case, you will want to discuss your answers with your mentor to see if she has any helpful suggestions.



WHAT DO YOU DO WHEN SOMEONE OR SOMETHING MAKES YOU REALLY MAD ON THE JOB?

I _____

*1) Ask your mentor the same question you just answered. Take notes in the space below.

*2) Think about your mentor's answer and how it compares to yours. Write what you have learned from this experience.

HOW DO YOU HANDLE HARASSMENT? (SOMEONE GIVING YOU A HARD TIME)

I _____

*1) Ask your mentor the same question you just answered. Take notes in the space below.

*2) Think about your mentor's answers and how it compares to yours. Write what you have learned from this experience.

DID YOU EVER DO SOMETHING YOU THOUGHT YOU COULD NEVER DO? HOW DID YOU MAKE IT HAPPEN? HOW DID YOU FEEL WHEN YOU DID IT?

I _____

*1) Ask your mentor the same question you just answered. Take notes in the space below.

*2) Think about your mentor's answer and how it compares to yours. Write what you have learned from this experience.



PUTTING IT ALL TOGETHER



PUTTING IT ALL TOGETHER

Final Evaluation

I thought this mentorship experience would be _____
before I started. Also, I felt:

The way I feel about this experience now that it is over is:

As I stand back and take a look at my life, the next step for me is:

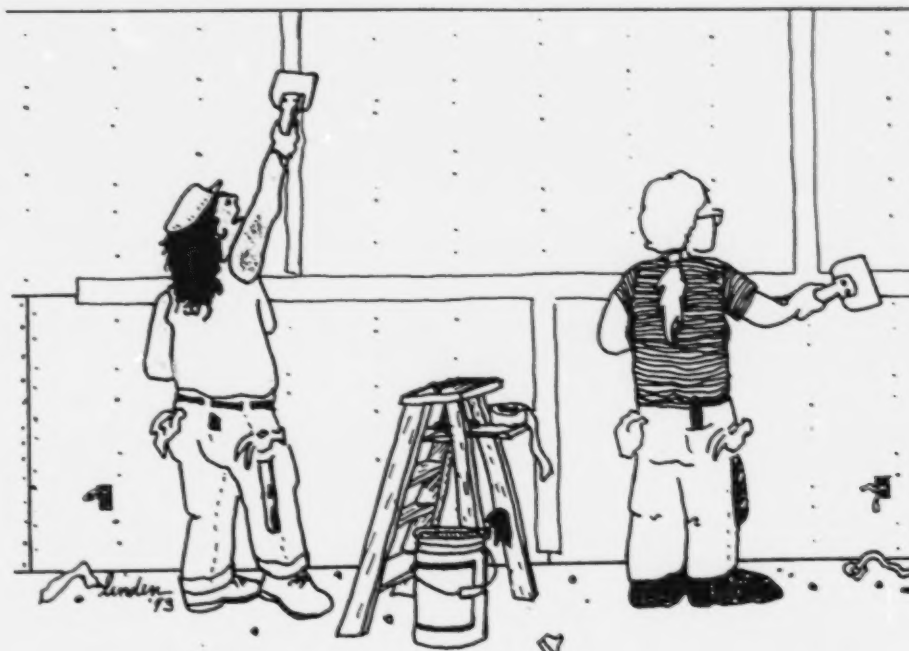
This step will lead me in the direction of:

The most important thing I learned from this experience was:

What did I enjoy most about this mentorship?



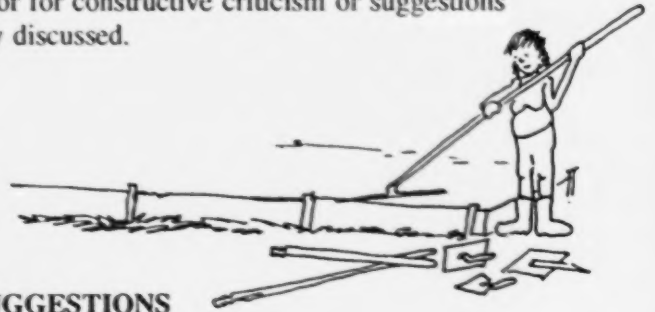
What have I learned from this experience so that I may one day become a mentor?



FINAL QUESTIONS

Now would be a good time to ask your mentor for constructive criticism or suggestions about any of the following that you have not already discussed.

- ## Has anything been left out?

[illegible]

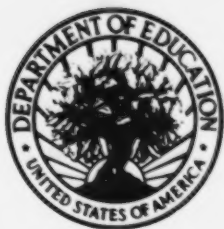


NOTES



Lined area for notes, consisting of approximately 30 horizontal lines.





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